

DOCTORAL THESIS

The Experience of Internationalisation of Students Participating in A European Union Funded Erasmus Mundus Masters Level Programme

Grinbergs, Christopher

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The Experience of Internationalisation of Students Participating in A European Union Funded Erasmus Mundus Masters Level Programme

by

Christopher J. Grinbergs BA(Hons), PGDip, MA

A thesis submitted in partial fulfilment of the requirements for the degree of PhD

Department of Education

University of Roehampton

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Abstract

The European Union (EU) spent €1 billion per year on Higher Education Initiatives between 2004 and 2009. Amongst these was Erasmus Mundus which brought international, Masters-level students into Europe to study at three or more European universities in different countries. This research aimed to understand the approach to internationalisation behind the EU's investment in the initiative and how that relates to students' understandings of Europe and experience of internationalisation.

From an analysis of the policy documentation, the argument is made that the Erasmus Mundus initiative drew on economic, cross-cultural, relational and educational approaches to internationalisation. Elements of these approaches affected Europe's ability to influence students through Soft Power, defined as 'the ability to get what you want through attraction rather than through coercion or payments' (Nye, 2005:11). In particular, it is argued that the view of Soft Power in these documents relies on the development of Social Capital between students, defined as 'social networks and the norms of reciprocity associated with them' (Putnam, 2002:4).

This research explored students' experience of internationalisation in a particular iteration of Erasmus Mundus. Questionnaires (n=48) and semi-structured interviews (n=23) were coded and analysed, using Soft Power and Social Capital to inform the analysis. The data shows that an economic approach to internationalisation was an important influence on the students which is in part due to the influence of a neoliberal rhetoric on the initiative and on the students whilst in Europe. There are also examples of networking, reflective of relational and cross-cultural approaches to internationalisation. However, the findings from this research suggest that an economic approach to internationalisation has been a particular influence on the students' understanding of Europe and experience of internationalisation, showing evidence of Soft Power attraction by the EU through the design of this initiative.

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Chapter 1: Introduction

1.1 Research Question & Outline of the Thesis

During the period 2004 to 2009, the European Union (EU) spent €1 billion a year on Higher Education Initiatives (European Commission, 2011) and many questioned the purpose, efficacy and efficiency of this investment (e.g. Brine, 2008; Dale, 2009a; Robertson, 2009). Amongst the initiatives funded by the EU was the Erasmus Mundus initiative. This initiative was developed in order to link and drive-forward some of the key European agendas in Higher Education (HE): the Bologna Process, the Lisbon Agenda and EU External Relations Policies (European Commission, 2008). The Erasmus Mundus initiative allocated funds to facilitate the development of cross-European Masters courses with scholarships for students from outside Europe to study at a number of different European Higher Education Institutions (HEIs) but on a single, integrated programme of study (European Commission, 2008). Between 2004 and 2009, 6,197 students studied on these Masters courses (Directorate General for Education and Culture, 2009).

After an initial reading of the policy documents establishing the Erasmus Mundus initiative, it became clear that this initiative aimed to do more than provide a Masters level education to those outside Europe given the references to co-operation and internationalisation. The Erasmus Mundus initiative sought to change the views of Europe of students from outside Europe based on a particular, albeit undefined, approach to internationalisation. Given that the Erasmus Mundus initiative funded the movement of individuals into Europe and led to the communication of learning from Europe, internationalisation was both a driver for the Erasmus Mundus initiative and an aspirational outcome. Following this reading of the policy documents, the research question for the thesis emerged:

How does the European Union funded Erasmus Mundus initiative influence Masters level students' experience of internationalisation?

The research question is made up of several elements, linking internationalisation, Europe, students and the relationship between these elements. Chapter 2 introduces the Erasmus Mundus initiative policy documents, critically discusses how these themes of internationalisation

and Europe are central to the initiative and how they emerged as the key themes for this thesis. It also critically explores the role and importance of some policies mentioned in the Erasmus Mundus initiative's documentation. These include the Bologna Process, intended to bring the various EU HE systems closer together, the Lisbon Agenda which establishes in EU law HE's economic role within Europe and EU foreign policy designed to develop international relations as a union rather than as individual states. These policy areas provide evidence for the contrasting opinions that the union was founded for socio-political reasons and economic reasons (Pinder & Usherwood, 2007:1); such different visions of Europe are a first indication of the possible different experiences of internationalisation. Based on these policies and the Erasmus Mundus initiative documentation, Chapter 2 presents the idea that various approaches to internationalisation were being employed by the initiative and were collectively used to enhance Europe's ability to exert Soft Power (Nye, 2005). This is identified as being significant not only for European HE policy but also for Europe's international influence. The notion of Soft Power is grounded in the proposition that persuasion and influence can be gained through aid, cultural influence or by involving students in common initiatives rather than through the hard power of military or legislative methods (Nye, 2005). In addition, the role of Social Capital (Putnam, 2002) is identified and introduced as playing a role in the experience of internationalisation.

As a result of the discussion in Chapter 2, three sub-questions were constructed in order to answer the research question. The first sub-question asks what approaches to internationalisation were drawn on in the initiative:

What approaches to internationalisation is the EU drawing on in the design of Erasmus Mundus, as evidenced in the documentation creating the initiative?

In preparing to answer this question, a number of issues and approaches to internationalisation are outlined and discussed in Chapter 3 (e.g. Harris, 2007; Heinze & Knill, 2008; Ramussen, 2009). The approaches to internationalisation include the economic (Hughes, 2008), the cross-cultural (Middlehurst & Woodfield, 2007:14), the relational (Crossman & Clarke, 2009) and the educational (Welch, 2006), all of which are explored in relation to Social Capital. This is defined as 'social networks and the norms of reciprocity associated with them' (Putnam, 2002). The

Erasmus Mundus initiative policy documents could be drawing on elements of all of these four approaches. Chapter 3 discusses whether, in the case of this initiative, the attempt to build long-term international influence through these approaches to internationalisation and Soft Power is dependent on the development of Social Capital. The various forms of Social Capital and possible actors involved in its development through the Erasmus Mundus initiative are then discussed.

Chapters 2 and 3 reflect the research process and how the conceptual framework emerged from, first, the policy documentation and, then, from the literature review. Having administered two Erasmus Mundus Master's courses, I became aware that the initiative formed part of the process of internationalisation of Higher Education as it funded students from outside the EU to come to study at European HEIs and it made a group of different universities work across national borders, both key elements of internationalisation (Knight, 2004:11). The work of Trilokekar (2010) identified that governments used higher education and international initiatives similar to Erasmus Mundus for international influence or 'Soft Power' (Trilokekar, 2010:137). This resonated with the stated aim of the Erasmus Mundus policy of helping build dialogue and influence outside the European Union (European Commission, 2007:2) so was a useful framework for the analysis of the experience of internationalisation. The emphasis on dialogue and relationships in the Erasmus Mundus documentation also resonated with a form of globalisation and internationalisation which came 'from below, based on the interactions of people and small organisations across borders, cultures and distance.' (Mahroum, 2008:4). Mahroum's work led me to question why some participants in Erasmus Mundus ended up forming strong, international networks due to the initiative and also why this was not a universal outcome. Such literature on internationalisation led me to the concept of Social Capital and Putnam's definition of 'networks and norms of reciprocity associated with them' (Putnam, 2002:4). As with Soft Power, the language of Social Capital resonated with the Erasmus Mundus initiative's policy documentation and the approaches to internationalisation so was felt to be an important part of the conceptual framework of the thesis developed through Chapters 2 and 3.

Based on the emerging conceptual framework I identified, a second sub-question was also constructed to explore the influence of internationalisation on the students taking part in the Erasmus Mundus initiative:

What were the students' understandings of Europe and experience of internationalisation before and after participation in the initiative, particularly in the context of the theories of Social Capital and Soft Power?

As highlighted above and discussed in Chapter 2, the understanding of Europe is complex, based on two contrasting views of Europe as socio-political or economic union. Researching how students view Europe gives an indication of how they experienced internationalisation. The use of Soft Power and Social Capital provides a framework for the critical examination of the changing understandings and experience of the students and provide new perspectives into the impact of the initiative.

The data collected to investigate the two sub-questions are then combined and analysed in order to answer the third sub-question:

Given the students' motivations, understandings of Europe and experience of internationalisation, what has been the impact of the approaches to internationalisation identified in the Erasmus Mundus documentary analysis?

Chapter 4 discusses the methodology and methods required to answer these three sub-questions as well as the overall research question. This research is focussed on the influence of the Erasmus Mundus initiative on the students. Their experiences are central to answering the research question. It should be noted that the research question is not looking to analyse the impact of the Erasmus Mundus initiative on the HEIs or their staff. Nor is it intended to review the policy/practical changes resulting from this initiative. Current research into the student experience is split between quantitative (e.g. Academic Cooperation Association, 2005; Messer & Wolter, 2007; Stronkhorst, 2005) and qualitative methods (e.g. Hoy, 2008; Raiku & Karalis, 2007; Stensaker et al., 2008). This study involves a constructionist and interpretivist approach to research and, as such, has had a particular focus on qualitative data. Qualitative research provides a more nuanced understanding of the initiative from the students' perspective than

has been reflected in analysis to date of the Erasmus Mundus initiative, specifically, and EU-funded initiatives, more generally. Rich data from the students is seen as the best way to answer the research question because this research is investigating experiences. However, the research also uses some limited quantitative data to identify the major trends and this mixed methods approach is also discussed. Chapter 4 explores the limitations and implications of this approach and the necessary philosophical and practical considerations.

In order to answer the research question, the data collection was organised in to three data sets and Chapter 4 goes on to outline the methods for collecting this. The first data set is the results of an examination of the documentation establishing the Erasmus Mundus initiative used to understand the approaches to internationalisation that the EU was employing. The second data set is the results of a questionnaire which collected information about the students' recalled motivations, attitudes and opinions before joining the Erasmus Mundus initiative in order to get a fuller appreciation of their understandings of Europe and experience of internationalisation ahead of their studies. The questionnaire went on to explore the impact of the initiative, information about the longer-term changes due to participation and any new understandings/experiences. The third data set was a series of interviews with former students following up on the questionnaire responses in greater depth. The research focuses on the experience of the students in relation to Europe and internationalisation, rather than a broader understanding of the student experience.

Following the data collection, Chapter 5 critically assesses the effectiveness of the chosen approach and methods of data collection and analysis. The chapter reflects on the data collected, the issues encountered and how decisions were taken during the analysis. This chapter also critically assesses the data collected as well as highlighting any limitations which have been identified in the methods or framework for the research. In particular, Chapter 5 assesses the benefits of using a Grounded Theory approach to analyse the data despite, in this research, the process not being used to generate theory. This approach allowed for a systematic analysis of the data collected through the coding of the data (Glaser & Strauss,

1967:5). At the end of Chapter 5, a diagram is presented showing the relationship between the four approaches to internationalisation and the data from the documentary analysis. Related data from the questionnaires and interviews with the students is then mapped onto this diagram to show possible links between the approaches to internationalisation and experience of internationalisation of the students.

Chapter 6 presents the data collected in relation to each of the three research sub-questions in turn. Firstly, the data from the analysis of the Erasmus Mundus initiative documentation is presented based on the approaches of the EU to internationalisation which had been coded during the analysis. Secondly, the data from the questionnaires and interviews with the students is presented to show their changes in the understandings of Europe and experience of internationalisation. This is structured around the codes for the key findings in relation to remembered motivations and the actual outcomes of participation in the initiative.

Chapter 7 critically discusses the data looking, again, at each of the research sub-questions in turn and presenting the findings. Initially, the evidence for the four approaches to internationalisation is discussed based on the data from the documents to understand whether the intention was to be able to exert Soft Power and develop Social Capital. Next, students' understandings of Europe are analysed to understand whether the students developed a socio-political or economic understanding of Europe which indicates which approaches to internationalisation dominated. This assisted with understanding if students had been subjected to Soft Power influence. The chapter then looks more broadly at the experience of internationalisation from the application process, through the time spent in Europe on the initiative and finally the various lasting impact of internationalisation. The chapter discusses whether Social Capital had been accrued by the Erasmus Mundus initiative's students. Finally, the chapter discusses whether the initiative caused these changes and what other forces could be identified as having had an impact.

Chapter 8, in conclusion, presents the implications of the research along with some suggestions for how the findings can be developed in future research.

This thesis suggests that the attempts of the EU to develop and then exert Soft Power through the Erasmus Mundus initiative were influenced by the development of Social Capital. The approaches to internationalisation alluded to in the Erasmus Mundus initiative's policy documents can also be seen as intending to develop Social Capital. Through the development of Social Capital, Soft Power may be able to be exerted beyond the end of the initiative. The research seeks to provide a perspective on whether this is happening and, if so, to what extent. Understanding the approaches to internationalisation being drawn on in the Erasmus Mundus initiative's policy documents, as asked in sub-question 1, helps understand the importance of the attempted development of Social Capital and exertion of Soft Power through the Erasmus Mundus initiative. In order to answer sub-question 2, the data collected from the questionnaires and interviews can then evidence the development of Social Capital in the context of the various approaches of internationalisation as well as the possible attempted exertion of Soft Power. Therefore, through knowledge of the changing understandings of Europe and experience of internationalisation, the influence of the initiative on the students can be identified and the third sub-question and the main research question can both be answered.

1.2 Erasmus Mundus

This section introduces the Erasmus Mundus initiative which is used as the example for this research and the specific Masters Course from which the data has been collected. The term *European Union Funded Initiatives* used in this thesis refers to funding activity between HEIs where the funds come from EU bodies (European Commission, 2011). An initiative is often referred to as a programme in EU documents: a scheme where funding is used to develop certain activity (Directorate General for Education and Culture, 2009). These initiatives are often developed out of particular proposals from the European Commission and enshrined in the legislation of the European Parliament.

The Erasmus Mundus initiative was created in 2004 by the European Commission to offer both 'a framework for valuable exchange and dialogue between cultures [...and] a distinctly 'European' offer in higher education to those beyond EU borders' (European Commission, 2008). In order to achieve this aim, the initiative funded collaborative Masters Courses. An Erasmus Mundus Masters Course is a postgraduate programme of study/research lasting 1 or 2 years at consortia formed of 3 or more European HEIs. The EU funded some 120 courses at any one time. The participating countries in the initiative came from the 27 States of the EU, members of the European Free Trade Area, which includes Iceland, Liechtenstein, Norway & the Swiss Confederation, and some accession countries which at the time of writing included several countries in the Western Balkans (European Parliament, 2003; European Parliament, 2008). Thus, in this thesis, the terms Europe and European are taken to include all of these countries. The term EU is used to refer to the institutions of the European Union. However, when looking at the EU and Europe, it is clear that there is an overlap in their influence and identities, particularly when looking at what impacted upon the students' experience of internationalisation, so in this research it has not always been easy to distinguish between the two. The Erasmus Mundus initiative was initially funded under a first phase between 2004 and 2009. A second phase was later agreed to cover the period 2009-14.

To ensure that the initiative fulfilled the objective of promoting cultural exchange and ensure international student participation on these European courses, between 2004 and 2009, 6197 scholarships (Directorate General for Education and Culture, 2009: 17) were provided for those from outside Europe. In the period 2004-2009, these international scholarship students made up 69% of the student population on the courses with a further 6% registered as fee-paying students from outside Europe and 25% of students identifying as coming from within Europe (Directorate General for Education and Culture, 2009: 48). The number of EU students recruited was not uniform across consortia, many of which experienced difficulties attracting applications from students based in Europe to their programmes due to the lack of scholarships for these students (Directorate General for Education and Culture, 2009: 48).

EU students often stated that, despite the benefits of studying in multiple countries, cheaper study programmes were available without having to leave their home country. Thus, from the outset, the potential for cultural exchange between EU and non-EU students was limited on a number of programmes. This make-up of the student population, the academic discipline and the universities selected all have an impact on the outcomes of the initiative but lie outside the understanding of the student experience used in this research.

The first phase of the Erasmus Mundus initiative ran from 2004 to 2008 and this research focuses on the legislation and policy documents which led to the creation of the Erasmus Mundus initiative and the establishment of its second phase. Therefore, HE policies of particular relevance to this thesis fall between 1999 and 2010 and include the Bologna Process and Lisbon Agenda.

This research focuses on a specific Erasmus Mundus Masters course which focussed on the academic discipline Inclusive Education and ran between 2005 and 2010. Over the five years, 113 students from 39 countries completed the course. All students visited a UK, Dutch and Czech university and studied on a single, integrated Masters course. The teaching and administration on this Erasmus Mundus Masters course was split across all three institutions. The three universities involved in the Erasmus Mundus Masters course being focussed on, like all potential Erasmus Mundus consortia, had to complete a detailed application form outlining the academic and administrative aspects of the course 18 months before the planned launch of the Masters Course and this application was reviewed and graded by an expert panel with the top graded awards selected to run for a five year period subject to annual reviews.

Students applied up to 9 months in advance of the start of the course and were selected through a highly competitive selection process based on previous experience in education, academic potential and their stated motivations in a personal statement. There were 120-150 applications per year for around 20 scholarships. Successful students started with a two week

induction period in August/September in the UK before 7 months between September and March in the Netherlands and two weeks in the Czech Republic in April/May. The students then spent the summer period preparing a thesis at one of the three institutions depending on the specialism they had selected. Each of the partner institutions contributed to the teaching throughout via distance learning or intensive study weeks in the students' country of residence. A third of the credits for the final degree were received from each university. The final degree was a joint award from the UK and Czech Universities based on joint academic regulations but, due to national legislation at the time, the Dutch partner was unable to award a joint or multiple degree but was in all other aspects a full partner in the degree. This course and its students, collectively, form the focus for this research. As a result of this course structure, all the students spent time in three different European countries but may have spent different amounts of time in each. Therefore, there would have been very different experiences of internationalisation for the students depending on the time they spent in each country.

It is worth noting that a number of formal evaluations were published to mark the end of the first phase of the Erasmus Mundus initiative but differ in a number of key ways from this research. The Erasmus Mundus Graduate Survey (ICUnet.ag, 2009) focuses primarily on what has happened to students since graduation in terms of salary, general skills gained and their opinions of Europe but provides no longitudinal data assessing the impact more than 12 months after graduating. The interim report of the initiative (Directorate for Education and Culture, 2007) assesses the programme from the point of view of policy implementation in terms of numbers of students and institutions rather than in actual experience. The Ex-Post Evaluation (Directorate for Education and Culture, 2009) again evaluates the policy but does not directly relate the original aims and objectives for the Erasmus Mundus initiative with the actual impact for the students. The reports do not fully reflect the changing understanding of international education nor do they situate the Erasmus Mundus initiative within a wider understanding of internationalisation as this thesis seeks to do. The surveys above were undertaken by professional research companies and funded by the European Commission.

During the period 2007-10, I worked on two Erasmus Mundus Masters courses, administering the finances, assisting with the recruitment and support of the students, as well as attending briefings at the European Commission. This offered me a particular perspective, which will be reflected on in Chapter 4, and this vantage point as an insider has helped me understand the initiative and the students. As I worked on the Erasmus Mundus initiative, I became aware, anecdotally, of the differences between the European Commission's aims for the initiative and the diverse motivations of students studying in Europe. For example, 52 year old student CDVX¹ from Nepal joined the Erasmus Mundus initiative to gain the knowledge and experience to be able to change the education practices in her country whereas TLST from Australia, aged 28, stated that he primarily left his country in order to experience European Culture. These motivations for participating in the initiative, though very different, both received a scholarship from the same European initiative. At the same time, it was also clear that there were a variety of outcomes for those participating in the Erasmus Mundus initiative. For example, TO in India had been involved in setting up a partnership with European universities to provide training to a wider audience based on what she had learnt during her time in Europe whilst BLD decided to remain in the UK permanently working in a field unrelated to his studies. This anecdotal evidence from students clearly demonstrates a variety of impacts on the students' motivations, relationships with Europe and the rest of the world. It was evident from working with the European Commission that the short list of intended outcomes for the initiative in the policy documents was actually hiding greater complexity. There was a difference between the diverse student experience and the intended outcomes listed in the official aims for the Erasmus Mundus initiative. The students in this initiative formed both the inspiration for and focus of this research which seeks to better understand the views of Europe and internationalisation that they developed as a result of participation in the initiative. Chapter 2 discusses the initiative further by looking at the policy context and

¹ Initials of the students participating in the research have been anonymised, see Appendix 1.

why Europe, internationalisation and the student are linked together through the Erasmus Mundus initiative.

Chapter 2: Policy Context

2.1 Introduction

This chapter locates the Erasmus Mundus initiative within a wider policy context. As discussed in Chapter 1, the initiative and this research draws together two particular areas of policy related to Europe and internationalisation. This chapter sets out how these areas emerged from the initiative documentation to become central to the research question. The chapter also presents and contextualises important information in order to answer the first research sub-question which asks to identify the approaches to internationalisation which may have been used by the EU in the initiative.

Based on an initial reading of the Erasmus Mundus initiative's documentation, this chapter starts by summarising why Europe and internationalisation are identified as significant. A collection of key issues are then presented and discussed with regard to governance within Europe and policy implementation by the EU. The sections on these policies argue that the issues around implementing policies and initiatives at a national level are more complex and nuanced when it comes to working at a Europe-wide level. In particular, the section on the history of the EU highlights the dual visions of Europe as either a socio-political or economic union. The Erasmus Mundus initiative was developed by the European Commission but the teaching was delivered locally by universities based in several countries and subject to local regulation and quality assurance through national agencies. There are inevitably differences in universities' reasons for establishing a Masters course, as well as differences in their internal procedures, styles and implementation of quality assurance. National governments also play differing roles when managing an EU initiative. The impact of the initiative is dependent on the countries involved and the local delivery rather than just EU policy. It is, therefore, complex when looking at the initiative to identify the EU's approaches to internationalisation when there are multiple national influences, too, and then even more complicated to distinguish reasons for changes in a students' experience.

Following on from this discussion, the chapter then critically introduces three particular policies which are the specific context within which the initiative was established and are identified in the Erasmus Mundus initiative's documentation as being of particular importance. Firstly, the Bologna process which contributes to the harmonisation of EU HE and may have had an impact on the view of Europe the students in the initiative experienced due to its partial or complete implementation. The second policy of particular significance is the Lisbon Agenda, which is significant as it identifies HE as central to the economic growth of Europe so may have impacted upon whether the initiative and its students took a more economic or holistic view of knowledge. Finally, the development of an EU international policy through the creation of a common foreign policy is explored as this demonstrates the shifting views and approaches to internationalisation that the EU may be seeking to use. Part of this international influence, it is argued, is based on attraction to Europe through cultural or educational policies rather than the hard power of military or economic interventions (Nye, 2005).

Each section demonstrates how the policy can be identified in the initiative's documentation and then what the possible implications are for the Erasmus Mundus initiative, its students and this research, particularly in terms of the approaches to internationalisation which may have been used. As these policies are discussed, the theory of Soft Power is identified as being central to understanding the development of the policies and the impact of the initiative. The Bologna Process and Lisbon Agenda are seen as examples of Soft Power within Europe with individual nation states or the central functions of the EU trying to influence other nations through policies of attraction rather than force (Keukeleire & MacNaughtan, 2008:24). Furthermore, HE has been identified as being used to build Soft Power due to its ability to influence students' opinions and beliefs (Trilokekar, 2010) and the Erasmus Mundus initiative, this chapter argues, was created by the EU using approaches to internationalisation to generate Soft Power for Europe around the world. The Erasmus Mundus initiative can be seen as contributing to the development of Soft Power which may rely on the creation of networks of reciprocity between students. Such networks are part of the definition of Social Capital (Putnam, 2002:4).

2.2 **Erasmus Mundus: Policy Introduction**

The idea for the Erasmus Mundus initiative was first proposed in 2002 by the European Commission under the title 'Erasmus World' (European Commission, 2002). Over time, this proposal evolved into the eventual legislation for the Erasmus Mundus initiative phase I, which ran between 2004 and 2008 (European Parliament, 2003). A proposal for a revised, second phase of the initiative to run 2009-13 was released in 2007 (European Commission, 2007) and the legislation for that phase was passed in 2008 (European Parliament, 2008). The two proposals and the two pieces of legislation relating to the Erasmus Mundus initiative are the central policy documents used in this research.

Although there have been two phases of the Erasmus Mundus initiative, many of the details relating to the initiative is consistent between them. All of the documents are concerned with the establishment of Masters Degrees, to run in at least three countries and resulting in a degree either from each institution, a multiple degree, or a single degree from all of the institutions together, a joint degree. The documents also explain that scholarships are to be offered to encourage students from outside Europe to join the initiative. There are some differences in the approach between the first and second phase in that European scholarships were also funded in the second phase to encourage interaction between EU and non-EU students. Also, the mechanism for including HEIs outside Europe changed in the second phase but this is not significant to this research which focuses on students coming in to Europe.

All four of the Erasmus Mundus initiative's documents open with a reference to Article 149 of the Treaty creating the EU:

which stipulates that 'the Community and the Member States shall foster co-operation with third countries...' with a view to contributing to the development of quality education in Europe (European Commission, 2002:2).

This makes clear that from the start the purpose of the Erasmus Mundus initiative is to look beyond the borders of Europe and engage with the world. It also indicates that the purpose

of the initiative is to change education within Europe, as well. The international and European elements are central to the justification, design and delivery of the initiative. The subsequent paragraphs in the documents relating to the initiative explain that there have been changes in Europe due to globalisation and that the HEIs in Europe 'cannot be confined to the geographical limits of the European Union or wider Europe' (European Commission, 2002:3). In the justification for the first introduction of the Erasmus Mundus initiative, a whole section is spent discussing the 'challenges and needs emerging from the internationalisation of higher education' (European Commission, 2002:3-6). A similar section does not exist in the proposal for the second phase of the Erasmus Mundus initiative but there is a section within the general context looking at the impacts of internationalisation (European Commission, 2007:4:3). The definition being used in these documents for internationalisation is:

The process of systematic integration of an international dimension into the teaching, research and public service function of a higher education institution (European Commission, 2002:3).

Despite this definition of the process of internationalisation, there are no explicit details on what approach this internationalisation takes or what are the key distinguishing factors for an international dimension to education. So, in order to investigate the first research question and to understand the impact of the initiative on the students' experience of internationalisation greater analysis of the documents was identified as being required to understand the approaches to internationalisation that the EU was drawing on.

In addition to internationalisation being cited as one of the reasons for the creation of the initiative, the policy documents also show that internationalisation was one of the desired impacts of the initiative. The objectives for phase I include preparing people from Europe and around the world to work in a 'global, knowledge-based society' (European Commission, 2002:6). In the second phase, this international ambition has increased to include promoting 'dialogue between and understanding of different societies and cultures' (European Commission, 2007:2) and to help deliver 'EU external policy' (European Commission, 2007:2). The approach to internationalisation used in the initiative and the related consequences seem to focus on using HE as a tool for international influence. HE has been identified as being

used to exert Soft Power over other countries (Trilokekar, 2010; Hill & Beadle, 2014) where Soft Power is defined as ‘the ability to get what you want through attraction rather than through coercion or payments’ (Nye, 2005:11). By funding international students to come to Europe on Masters Courses, Europe enables new encounters with knowledge created in European universities and facilitates students to witness behaviour in Europe. As a result, Europe can be seen to be looking to influence students in terms of how they understand Europe and also build up relationships which are of long term benefit to Europe, economically, politically or socially. Europe is arguably trying to shape how the world sees it through the Erasmus Mundus initiative. A country may obtain the outcomes it wants in world politics because ‘other countries – admiring its values, emulating its example, aspiring to its level of prosperity and openness – want to follow it’ (Nye, 2005:12). In the case of Erasmus Mundus, the influence of Soft Power is more complex as the EU is aiming to exert it on behalf of a group of nation states so it remains unclear if Nye’s hypothesis at individual country level can also work at EU-level and if the use of Soft Power can be leveraged on behalf of a group of nations through bodies as the EU. However, given there is no EU army, Soft Power is one of the only and most important tools available to the EU if it is to exert influence and is therefore particularly relevant to the EU and, specifically, Erasmus Mundus. This use of HE as a tool for Soft Power, its relevance to Erasmus Mundus and the implications for students’ experience of internationalisation is discussed more fully later in this chapter.

From the opening lines of the documentation explaining the Erasmus Mundus initiative, the themes of internationalisation and Europe emerge as well as the potential use of Soft Power. The documents reveal three particular policy areas which the initiative is trying to deliver on. Clause 4 of the 2003 documentation (European Parliament, 2003:345/1) and clause 5 of the 2008 documentation (European Parliament, 2008 340/83) refer to the Bologna Declaration which ‘established an intergovernmental process aimed at creating a ‘European Higher Education Area’ by 2010’ (European Parliament, 2008:340/83). This has resulted in the aligning or harmonisation of the degrees offered across Europe. Given that the Bologna Declaration and the resulting Bologna Process are given such high prominence in the

Erasmus Mundus initiative's documentation, its impact on the initiative is explored more fully later in this chapter. Such a policy which affects how EU HEIs work together or harmonise could influence the understanding of Europe with, for example, a smooth, co-ordinated transition between various European HEIs giving a more positive impression of Europe than a transition that was bureaucratically cumbersome.

Clause 2 of the 2003 document establishing the Erasmus Mundus initiative also makes reference to the Lisbon European Council which:

emphasised that if Europe is to meet the challenge of globalisation, Member States need to adapt their education and vocational training systems to the demands of the knowledge society (European Parliament, 2003:345/1).

Clause 7 of the 2008 documentation also makes reference to the Lisbon Agenda, as the outcome of the European Council became known, which links education and the knowledge economy:

for higher education institutions to overcome their fragmentation and join forces in a quest for increased quality in teaching and research as well as for a better response to the changing needs of the labour market (European Parliament, 2008:340/84).

The linking of the initiative to the Lisbon Agenda and the associated linking of knowledge to the economy is again of interest to this research. The values attributed to education impact upon the types of Masters courses selected as those of economic benefit may only be preferred. In turn this may affect the students' understandings of Europe through the education it provides. Therefore, this is the second policy discussed further below.

The Erasmus Mundus initiative is linked in its opening lines to EU external policy which was emerging between 2004 and 2008 (Keukeleire & MacNaughtan, 2008:30), the period when the Erasmus Mundus initiative was being introduced. Funds reserved for international development are cited as the funding source for both phases of the Erasmus Mundus initiative, as specified in Article 12 of the 2008 documents (European Parliament, 2008:340/90). An examination of Europe's international aspirations helps to further understand the approaches to internationalisation that may have been employed in the Erasmus Mundus initiative.

The specific policy context in research such as this needs to be considered, as initiatives and policies are created and understood ‘relative to time and place’ (Cherryholmes, 1988:3) and to not consider social contexts can undermine any research (Pawson, 2001:8). However, research, especially that focusing on policy, is affected by the particular problem that ‘the policy cycle revolves quicker than the research cycle’ (Pawson, 2001:2). These three policies – the Bologna Process, the Lisbon Agenda and the External Affairs policies – are important to establish the context of the Erasmus Mundus initiative but it should be noted that the policy context has also evolved since the period in question 2004-09. They also help establish the theoretical framework for this research. However, before discussing these policies in turn, the wider EU policy history and policy context helps understand the complex governance and political agendas which were in operation when introducing the Erasmus Mundus initiative.

2.3 Historical and Policy Context of the European Union

The cultural, linguistic and social diversity of Europe is both an attraction for the students participating in the initiative but also a challenge for EU-wide policy writers:

Obviously, it is the multiplicity of European culture that makes its achievements differ from country to country as regards to the contents of learning subjects, and of the humanities in particular (Filippov, 2006:160).

Historically, this diversity in European achievements is particularly true for academic studies and a challenge for any initiative. This section explores how the historical foundations of the EU have led to a complex way of creating and implementing EU HE initiatives, including the Erasmus Mundus initiative. This complexity helps start the identification and explanation of the diverse forms of internationalisation used in the initiative and the variations in the student experience of Europe experienced by the initiative’s students. This section identifies structural issues within the EU which impact on the understandings of Europe and experience of internationalisation: the contrasting socio-political and economic underpinning of the EU’s creation, the dynamic between national and EU actors pulling in various policy directions, the diversity of opinions which students encounter regarding Europe and the particular role HE has played in the European context. The section also discusses what approaches to internationalisation can be seen in the historical and policy context of the initiative.

The EU is an evolution from the European Coal & Steel Community (ECSC), founded in 1951, which became in 1957 the European Economic Community (EEC). This was an organisation that tried to emphasise nation states' joint values and economic interests as a way of creating a 'durable peace' and this original organisation saw the economy as one of the best ways of doing this (Pinder & Usherwood, 2007:1). Andreatta (2011) classes an economic and peace based motivation as a liberal view of the EU's foundation. Justifying the foundation of the ECSC on international relations grounds is based on the theory that 'states are not the only actors in world politics [... and] interstate anarchy can therefore be tamed by a network of relations' (Andreatta, 2011: 27). Therefore, one of the first tensions in EU policy and initiatives is whether this is a purely economic union or also a political one to develop peaceful relations across the continent of Europe. These differing visions of Europe affect the ability of the EU to work in policy areas which are not directly related to economic issues with different nation states in the union granting the EU differing amounts of control over varying areas of policy. For example, this thesis examines HE and internationalisation which were perceived to be national issues originally (Dale, 2009b:34) but over time their impact on the European economy has been reassessed, as illustrated in the discussion of the Lisbon Agenda later in this chapter. The financial drive may well have had implications for what students learnt both academically and about Europe more generally.

Conversely, the importance of the socio-political reasons for closer relations should not be under-emphasised, particularly in relation to initiatives which involve citizens from within and outside Europe. For example, the Maastricht Treaty in 1992 allowed the EU some powers in the fields of education, youth and culture (Pinder & Usherwood, 2007:29). However, the EU's involvement in these areas is justified by the contribution to the trade and economic development activity (Keukeleire & MacNaughtan, 2008:30) but a socio-political agenda has also been identified as working behind this justification.

The structure of EU governance by which decisions are made also presented the Erasmus Mundus initiative with a particular problem. Economic policy is governed through a Community Method where the EU decides policy and legislates in a field but due to checks and the need for ratification from national legislatures this should not be considered:

synonymous with supranationalism, which would imply that member states lose complete control over policy-making. Rather, it is operationalized through a system designed to maintain institutional equilibrium. (Keukeleire & MacNaughtan, 2008:67)

Meanwhile, much of the EU's other activity, including the Bologna Process, is governed by an 'intergovernment method' (Keukeleire & MacNaughtan, 2008:67) where either the EU facilitates inter-state cooperation or nation states transfer responsibilities to the EU (Keukeleire & MacNaughtan, 2008:67). Lawn & Grek (2007:17) argue that EU authority 'cannot be demanded but has to be negotiated and its relation with its partners in civil society is one of steering, guiding and contracting' (Lawn & Grek, 2012:17). Lawn & Grek add a further level of complexity so that it is not just European and national governments affecting EU policy but that there are people who affect European policy from a sub-government level.

This complex governance structure leads to a view that the impact of the EU can be seen as both top-down and bottom-up implementation, and a sense of policy being copied or converged upon (Wong, 2011:154). These differing governance structures are also indicative of a diversity of national opinions regarding Europe which the students encountered. For example, in the case of initiatives involving universities, there is activity happening outside the control or remit of the EU such as national agencies assessing quality or disciplinary networks facilitating cooperation. Such structures are distinct from the EU's formal methods of governance but rely on the freedom of movement and ideas which the EU has allowed. The resulting complexity of these governance measures highlights some of the issues which arise from the implementation of HE initiatives, as from the outset any initiative is working across diverse systems at multiple levels of government and the result is varying models of implementation depending on the local circumstances (Pawson & Tilley, 1996:39). These complex governance structures contributed to the experience of Erasmus Mundus initiative's students who inevitably experienced different variations of the same HE initiative, different

commitments to the initiatives' implementation as well as different attitudes to the EU. In addition, the approach to internationalisation which was used by the EU in the creation of the Erasmus Mundus initiative can be seen to be one where relationships are important in order to negotiate between the various policy systems and contexts. This approach is discussed in more detail in Chapter 3.

If policy is dependent on context, as Cherryholmes suggests (1988:3), then individual actors can implement it differently due to the differing cultural and linguistic understandings of the policy, specific local needs and issues as well as financial or political constraints on implementation. Stensaker et al. (2009), in a survey of the implementation of HE international policies, conducted a series of 80 interviews which concludes that:

one of the most noticeable findings in the study is nevertheless the gap that seems to exist between national policy-making and institutional interpretation of internationalisation (p.9).

Thus, one of the key issues facing researchers of international HE policy is that there are a variety of levels of discourse and implementation at work which are nearly impossible to disentangle. In a more specific example of the issues of moving between policy contexts, this conflict between national and European legislative methods can be seen in the development of the Erasmus Mundus Masters courses and the varying types of degrees awarded, as mentioned at the start of section 2.2. Even though the European Commission wanted the initiative's consortia to award Joint Degrees which are degrees with a single set of regulations, some national policy and legislation forbade this. The EU had introduced a policy to do with HE through the economic justification of its role but then struggled to implement the policy as HE Policy was governed at a national level. The clash between the national and European remits came as a consequence of the original design for the EU which had to balance beneficial union-wide activity with national autonomy and contexts. These tensions certainly have an affect on the experience the students received at an individual level due to differing facilities, provision and access to services or more fundamental differences in ethos or beliefs across the EU.

The analysis of policy is difficult as it is often hard to identify the author or parties involved in its creation:

Policy is now seen as the negotiated outcome of many interacting policy systems, not simply the preserve of policy planners and top decision makers (Bovaird, 2007:846).

Due to the nature of European Policy, the authorship is attributed to the European Commission. Policy is said to be reflective of the policy makers' view of the world (Saarinen, 2008:719) but with the number of people influencing it, EU policy is particularly diverse. This influence includes Members of the European Parliament from 28 different countries and diverse political persuasions, the European Commission which perform the role of a civil service in preparing the policy and the Executive Agency which is charged with administering the policy. It is also incorrect to believe that all those involved in the policy or initiatives such as the Erasmus Mundus initiative had researched or based their opinion on research in the field as:

they are typically generated as high-level policy developments that reflect the informed opinion of program directors and government officials, which may or may not reflect the students' view (Doyle et al., 2010:475).

Therefore, when analysing the policy and initiative, it is important not to see it as a single position but as reflective of many, unspoken agendas and compromises and it may not be possible to fully disentangle these. It would be a misrepresentation, however, to dismiss policy 'as 'mere rhetoric', which has very little to do with real-life policy actions (Saarinen, 2008:719) because policy is reflective of the society in which it was created, reflecting the values of that context. The EU Parliament, Commission and Agencies all had an influence in developing the policy but none were formally acknowledged. EU policies such as the Bologna Process are often successful because they build on pre-existing initiatives (Heinze & Knill, 2008:501). So, the approaches to internationalisation explored in Chapter 3 include those where relationships and negotiations are important. Influence through attraction, in other words Soft Power (Nye, 2005), may be more likely to be in evidence than models of economic or military sanctions or hard power.

This section outlines some of the history and issues of EU policy that the Erasmus Mundus initiative emerged from and the challenging context within which it had to operate. When

looking at the EU funded HE initiatives mentioned in the research question, it is too easy to only classify them as EU initiatives because the initiatives have been born out of national, international and more general European contexts. The policy context is not purely economic or about a 'durable peace' (Pinder & Usherwood, 2007:1), as mentioned at the start of this section, but about a socio-political project, too. The EU's role extends beyond its implementation of the free movement of European people or a single currency (Pinder & Usherwood, 2007:65). Seeing the resulting complex governance structures as being a way of implementing order on the union may be to miss that it more fundamentally imposes a reason for its very existence. The development of Soft Power influence between countries can be seen as the more fundamental issue here (Hill & Beadle, 2014:6). The EU is using HE to bring together disparate countries with a variety of needs together via a method of governance based on negotiation and influence and by suites of initiatives which allow a personal encounter with the union rather than what can be seen as a harder approach to influence. This may extend to HE initiatives: by influencing universities, the EU is determining the union's purpose by demonstrating the fields within which it can effect positive change as well as instigating reforms for the benefit of the HE sector.

2.4 The Bologna Process

The Bologna Process is significant for this research as the Erasmus Mundus initiative's documentation says the initiative is helping deliver the harmonised degree structure proposed in the Bologna agreement. Therefore, the students in the initiative were encountering a particular approach to Europe through this harmonised structure which affected their experience though the local implementation of the Bologna Process. As discussed above, it might be the case that the students encountered various national education structures in quick succession rather than a single, unified European structure as proposed under the Bologna process. Furthermore, the inclusion of the Bologna Process in the Erasmus Mundus initiative indicates an approach to internationalisation which is not just based on politics, negotiations or economics but which also has an educational element and focuses on the nurturing of networks for Social Capital accrual (Putnam, 2002).

The specific detail of the Bologna Declaration focuses on setting up transferable degrees, creating a 2 stage HE system based on an undergraduate/postgraduate division, creating European quality assurance and increasing cross-country mobility within Europe (European Ministers of Education, 1999:8). However one of the objectives refers to:

Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programmes of study, training and research (European Ministers of Education, 1999:8).

Though this objective does not specify who is going to be undertaking these developments, it is clear that these activities require some sort of co-ordination or incentive to be implemented successfully. This clause from the Bologna Declaration is calling for the sort of coordinated activity amongst EU HEIs exemplified by the Erasmus Mundus initiative. The Ministers can be seen as trying to influence change through collaboration in HE and Soft Power to bring about EU-wide change. Therefore, when examining the outcomes of the Erasmus Mundus initiative, the use of collaboration and influence will need to be assessed to see if they emerge as a European dimension to HE and, therefore, as a theme in the data collected to do with the Erasmus Mundus initiative.

The extent to which the Bologna Process is an EU policy has been challenged from a variety of angles. Firstly, that collaboration has formed a part of relations between European HEIs long before the involvement of the EU (Kotlyarov & Kostjuevich, 2011; Scott, 2002; Kim 2009b) and countries historically copied good practice in neighbouring countries without EU incentives (Lawn & Grek, 2012:19). Secondly, that the Bologna Process emerged from negotiations between France, Germany, Italy and the UK who signed a similar agreement the previous year (Ministers in charge for France, Germany, Italy and the United Kingdom, 1998: 2) rather than from the EU which only later became involved when the policy was seen as beneficial for the whole union (Balzer, 2004:3) and when the EU wanted to advocate a credit transfer system (Teichler, 2004:16). This is an example of the intergovernmental governance method discussed above (Keukeleire & MacNaughtan, 2008:67) where negotiations rather than EU legislation creates policy and shows the importance of including a collaborative,

relational approach to internationalisation. Thirdly, the Bologna Process is not seen as primarily an EU policy as many of the reforms had already been started at national level, particularly those to do with mobility and credit transfer (Teichler, 2004:17; Elias, 2011:65), reforming degrees structure (Saarinen & Ala-Vähälä, 2007:336-339) and establishing mobility programmes (Aittola et al., 2009:307). Other countries saw it 'as an excuse to introduce long-expected reforms' (Charlier, 2008:108). As a result, the students participating in the Erasmus Mundus initiative may not have encountered an EU HE system but instead a system which is actually a consolidation of various national policies, built on diversity rather than a single European view of HE, where relationships or Social Capital are also important.

There is also a tension in the Bologna Process to do with what type of Europe being envisaged by the various nation states and thus what sort of Europe the students in EU HE or any initiative encounter. The Bologna Declaration identifies 'a growing awareness in large parts of the political and academic world and in public opinion, of the need to establish a more complete and far-reaching Europe' (European Ministers of Education, 1999: 7). In this statement, the Bologna Process seems to be both reflecting and helping to create a new relationship between the EU and its citizens, using HE as an instrument of change. This is an example of influence and attraction, as seen in Nye's (2005) definition of Soft Power. The method by which a single EU HE system is seen to be created is a cause for some contention. Saarinen & Ala-Vähälä suggest that countries interpret elements of their Bologna compliance 'in a slightly different way, depending on whether the document is intended for a national or a European reader' (Saarinen & Ala-Vähälä, 2007:342). However, Elias (2011:65) dismisses this, saying that Bologna is about convergence and not harmonisation:

Precisely because all countries have different traditions and cultures, each country has to make different changes to arrive at the same finishing line. This does not mean that one country is closer to Bologna than another (Elias, 2011:65).

It is unclear from the Bologna Declaration if the intention is to create a new, single HE system or establish a framework which helps students and academics transfer between the different national systems. A single model of EU HE is criticised for leading to a 'reduction of diversity' (van der Wende, 2000:305), for not taking account of 'different national characteristics and

historical backgrounds' (Saarinen & Ala-Vähälä, 2007:342) and for challenging the 'traditional idea of free and autonomous university teaching jointly' (Aittola et al., 2009:307). Therefore, there was a very mixed level of implementation of the Bologna Process and a harmonised degree system when the Erasmus Mundus initiative was introduced in 2004 as some countries had started on the process a number of years ahead of others which only started after the Bologna Declaration in 1999. Once again, students participating in the initiative were not encountering a single EU system and so they may not have ended their studies with a single understanding of Europe.

Furthermore, as the Bologna Process emerged not from the EU but from national governments, a complex approach to internationalisation can be identified. The need for collaboration had been identified by HEIs as a way to improve their individual academic status, quality and economic viability due to shared resources and experience (Darvas, 1999). A clear collaborative approach to internationalisation can be seen here but the Bologna Process also indicates a more economic approach emerging within the documents issued by the EU. There had been a more complex set of financial pressures on HEIs which have forced them to act together including a marketization of the sector and government cuts in addition to the more academic and altruistic reasons for international collaboration (Ball, 2012:24; Ball, 2010:160). These reasons had driven the creation of a variety of cross-institutional courses alongside a growth in international student numbers (Middlehurst & Woodfield, 2007; Institute of Education, 2011) and a more economic rationale for the Bologna Process can be identified (Charlier, 2008:108).

The introduction to the Bologna Declaration indicates a further approach to internationalisation when the ministers agreed to collaboration across national borders because:

A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich European citizenship (European Ministers of Education, 1999: 7).

The Ministers emphasise the role of education in this growth and in 'the development and strengthening of stable, peaceful and democratic societies' (European Ministers of Education,

1999: 7). The phrases 'peaceful and democratic societies' are reminiscent of 'durable peace' (Pinder & Usherwood, 2007:1) used at the foundation of the EU. The networks required to deliver a Europe of knowledge echo some of the elements of Social Capital (Putnam, 2002). Multiple approaches to internationalisation can be seen in the Bologna Process including those based on negotiation or dialogue, on economic growth and on the social importance of education. These all therefore influenced the development of the Erasmus Mundus initiative's documentation, which frequently refers to the Bologna Process. Part of the context which the students encountered was therefore founded on networking and acknowledged a variety of approaches to internationalisation. Such a diversity of approaches would have influenced the students' opinions, not through instruction but through the influence and attraction seen in the Bologna Process and are also the basis for Soft Power.

The Bologna Process is not just influenced by approaches to internationalisation but, as with the Erasmus Mundus initiative, would seem to be aimed at influencing internationalisation. Exchange programmes and the movement of knowledge, as encouraged under the Bologna Process, appear 'to be a means for moving beyond national and institutional borders and thus to globalize higher education (setting global standards and policies)' (Darvas, 1999:81). Indeed, Bologna has been seen to be successful in creating, not only a European process, but also a global process as well as a world-wide European brand for HE (ACA, 2005:5; Zgaga, 2003:1; Obst et al., 2011:8). There is a symbiotic relationship between policies, like the Bologna Process, and initiatives, like the Erasmus Mundus initiative. Both policies and initiatives are influencing and being influenced by internationalisation. Such an interaction between policies and initiatives, of course, leads to a complex collection of influences on the experience of students in the initiative. The recalled motivation of students joining the initiative will also be examined to understand what they remember was the motivation and to understand their previous experience of internationalisation so that the impact of participating in the Erasmus Mundus initiative can be understood.

There is also a reciprocal relationship between the Bologna Process and the Erasmus Mundus initiative. Just as the creation of the Erasmus Mundus initiative was justified under the Bologna Process, so was the ultimate delivery of the Bologna Process reliant on initiatives such as the Erasmus Mundus initiative. The Bologna Process is not enshrined in law and compliance is optional and cannot be enforced, as it is a recommendation and not a law with budgetary implications so it is up to individual countries how they implement it (Davies, 2009:28). However, as Balzer notes, though no legal enforcement is possible, the EU can be persuasive through governance by co-ordination which would promote initiatives and funds to ensure compliance: 'Through such co-ordinative governance, the EU can give incentives, intimate projects and structure future developments' (Balzer, 2004:6). As highlighted when discussing the various methods of governance within the EU, there are tensions between national parliaments and the cross-national institutions of the EU. In Balzer's and Davies' analysis, the Bologna Process has necessitated the creation of EU-funded HE initiatives if the policy is to succeed. This has implications for the understanding of the Erasmus Mundus initiative as an EU-funded initiative as this initiative could be seen to be being used as a carrot to force compliance with a larger policy, the Bologna process. The Bologna Process has shaped much of the funding since 1999 and this should be identified in the analysis of the Erasmus Mundus initiative.

The Bologna Process is significant to this research for two reasons. Firstly, it shows that underpinning the policy and resulting initiatives are diverse, even divergent, views of Europe which may affect views the students' experiences. These views of Europe are partially dependent on how different countries exert influence and the negotiations to create the Bologna Process could be seen as an example of Social Capital and Soft Power at the heart of European thinking. The Bologna Process was based on networks of trust which are indicative of Social Capital. HE initiatives such as Erasmus Mundus and the Bologna Process 'exploit the potential of cooperation to build trust and goodwill in our international relations' (Figel, 2006:417). Countries which were seen as leaders in HE policy were attracting other

countries to structure their education systems in a similar way with such attraction showing an example of Soft Power.

Secondly, the Bologna Process is significant to this research as there is evidence that several approaches to internationalisation can be seen in this key policy, including economic, relational and socio-political approaches. The next section looks at a more recent policy which is similarly significant for the understanding of Europe and approaches to internationalisation which can be seen in the Erasmus Mundus initiative.

2.5 The Lisbon Agenda

Throughout the Erasmus Mundus initiative's documentation the Lisbon Agenda is cited as being implemented through the initiative, in particular in terms of developing a EU-wide reputation for knowledge, helping to upskill both EU and international students and, overall, contributing to creating a knowledge economy (Scott, 2005:298). The Lisbon Agenda can be seen as influencing the approach to internationalisation which is used in the Erasmus Mundus initiative with a particularly economic understanding of internationalisation. This also has implications for the understanding of Europe. The implementation of the initiative within this policy context could lead to a student experience that focuses on the economic benefits of learning and role of Europe rather than other benefits and roles.

The Lisbon Agenda states that it aims to make Europe 'the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth and better jobs and greater social cohesion' (European President, 2000:2). The linking of knowledge and economy is significant, indicating a certain financial value about what is discovered or created in research which can be exploited. This re-affirms the economic justification for the foundation of the EU discussed in the EU Policy Context section of this chapter above and further emphasises the linking of HE to the economy highlighted in the discussion of the Bologna Process.

The implications of linking the HE to economic growth include 'a new, more dynamic labor market' (Garcia-Aracil & Van der Velden, 2006:234) as the Lisbon Agenda links 'the social agenda and educational issues to growth and employment' (Ramussen et al., 2009:163). This link between education and economy can be seen in the Lisbon Agenda's attempt to inspire reforms to teaching to reflect the labour market (Elias, 2011:66). This economic drive within the Lisbon Agenda can be seen to place resulting initiatives, such as the Erasmus Mundus initiative, within a neoliberal context (Clemente, 2007:24). Neoliberalism has been defined as:

rooted in entrepreneurial values such as competitiveness, self-interest and decentralization. It celebrates individual empowerment and the devolution of central state power to smaller localized units. Such a neoliberal mode of governance adopts the self-regulating free market as *the* model for proper government (Stegar & Roy, 2010:12).

This free market spirit is seen as having the potential to eradicate poverty and help, largely financial, growth (Clemente, 2007:24) but is also attributed to leading to a 'shift away from public and collective values towards private and individualistic values' (Barnett, 2009:3). Neoliberalism could be seen as a result of an economic foundation of Europe as well as forming part of the current political context (Stegar & Roy, 2010:136). This dominant economic narrative clearly has the potential to impact on the experience of internationalisation which students may have encountered in Europe. Such an economic approach to internationalisation used in the development of the Erasmus Mundus initiative has implications for the student experience in terms of the type of knowledge acquired and experience of internationalisation. As a consequence, this will contribute to whether students understand Europe as an economic or socio-political union.

The Lisbon Agenda is not simply about refocussing the knowledge created or taught in HE, it also aimed to create an EU HE market which was globally competitive (Robertson, 2009:75). This development of a single market for European HE seems very much in keeping with the origins of the current EU where trade and markets were key. The Lisbon Agenda can also be seen as trying to extend the EU's powers and influence beyond the economic (Ramussen et al., 2009:160) and to address broader issues, such as education, which 'can only be met at the level of the [EU] community not at national level' (Dale, 2009b:34). Again, this need to

resolve Europe's problems at cross-national level means there has to be activity or initiatives at EU level. The Agenda stated that it aimed to quickly develop:

the means for fostering the mobility of students, teachers and training and research staff both through making the best use of existing Community programmes (Socrates, Leonardo, Youth), by removing obstacles and through great transparency in the recognition of qualifications and periods of study and training (European President, 2000:8).

This activity is similar to that advocated in the Bologna Process: mobility and transparency of the HE process and indicates, as with the Bologna Process, a particular approach to internationalisation based on education.

The introduction of the Lisbon Agenda has been identified as a key shift in HE policy (Brine, 2008; Dale, 2009b; Teichler, 2004) and indicated a shift from European HE policies of the 1970s to 2000s of 'chaotic uniformity' (Lawn & Grek, 2012:33), in other words trying to draw together loosely a variety of systems, to a 'second-wave policy in EU Education' (Lawn & Grek, 2012:33). Bologna tried to draw together various systems in a unified way but with regional variations over implementation. The Lisbon Agenda has tried to build on this and create a single conceptual framework for knowledge in Europe (Dale, 1999:55).

2.6 European International Policy Context

International policy or 'External Affairs' policy as the European Commission calls it (European Commission, 2008) is significant for the Erasmus Mundus initiative as the initiative forms part of the interaction between Europe and the wider world. Three quarters of the money for the initiative comes from international development funds (European Parliament, 2008:340/90) rather than funds for developing European HE. Therefore, instead of being an initiative focussed on HE, the Erasmus Mundus initiative is contributing to a different set of policies to do with internationalisation which could become more evident in analysing the student experience. As discussed in the opening to this chapter, this use of HE to influence international relations can be seen as an example of the Soft Power of influence and attraction (Nye, 2005:11; Hill & Beadle, 2014:6).

The Maastricht Treaty in 1992 created a Common Foreign and Security Policy for the EU (Vahoonacker, 2011: 82) which has proved much harder to coordinate than the common trade or agriculture policies (Edwards, 2011:58). The European Commission has justified international HE initiatives as a way of assisting with some of the world's significant issues:

In the area of development co-operation, the inclusion of higher education in co-operation efforts may, if appropriately designed, contribute to the eradication of poverty in the world, which is the overarching objective of EC development policy (European Commission, 2001:4).

In addition, the Treaty establishing the EU states that: 'The Community and the Member States shall foster cooperation with third countries' (European Commission, 2001:2) and this is used as a justification for the creation of international HE initiatives. The use of education and particular initiatives in HE such as the Erasmus Mundus initiative, Erasmus and Tempus to extend influence across national boundaries can be seen as contributing to the EU's global presence. This changes the approach to internationalisation behind certain HE initiatives from being simply about economic or educational growth to include wider social-political or cross-cultural ambitions. It is not clear, though, if initiatives such as the Erasmus Mundus initiative are the best method of delivering international influence through Soft Power.

It may seem slightly tenuous to argue that the EU is using HE initiatives for international development and foreign policy reasons. However, foreign policy can be defined as the:

area of politics which is directed at the external environment with the objective of influencing that environment and the behaviour of the actors within it, in order to pursue interests, values and goals (Keukeleire & MacNaughtan, 2008:19).

International or foreign policy can be reliant on 'soft security' (Hill & Smith, 2011:4) or 'Soft Power' (Keukeleire & MacNaughtan, 2008:24) where the aim is to influence rather than forcefully change through military or economic power (Nye, 2005; Trilokekar, 2010). The basis for any influence can be seen as coming 'from the attractiveness of an entity's culture, values, political ideals and policies, or from the perception that these are legitimate' (Keukeleire & MacNaughtan, 2008:24).

When reviewing the literature about Soft Power, there is evidence of differing approaches to the theory. Hill & Smith's (2011) reference to 'soft security' as part of international diplomacy

implies a more inward looking, protective form of soft power which looks to protect what a country already has rather than a more outward looking desire to extend new influence.

Others take a different view of Soft Power, instead seeing it:

as the cultivation of support and the creation of meaning inside and around the idea of a European Union, and its relation to the field of education in particular. (Lawn & Grek, 2012:16)

Lawn & Grek link the work of the EU to Soft Power but see it more in a networking sense, which is focussed more inwardly on interactions between EU member states. In the case of the European Commission's use of Soft Power, the language from a first reading of the Erasmus Mundus documentation indicated that through the initiative the EU was looking to extend power and influence rather than just maintaining its current status. However, Soft Power is not universally welcomed and the attempts of bodies such as the EU to influence and have power over others is criticised for being a discreet, almost subversive, form of neo-colonisation (Siska et al., 2012:7). Siska et al suggest that trying to exert influence can be an attempt at controlling another country. This, in turn, could actually lead to a loss of influence or Soft Power. Furthermore, recent literature has examined the loss of Soft Power due to military interventions or unpopular political standpoints which has made any positive influence impossible (e.g. Nye, 2011; Hill & Beadle, 2014). Recent international political and financial trends are influencing who uses Soft Power and with what effect:

Two great power shifts are occurring in this century: a power transition among states and a power diffusion away from all states to nonstate actors. Even in the aftermath of the financial crisis, the giddy pace of technological change continues to drive globalization, but the political effects will be quite different for the world of nation-states and the world of nonstate actors. (Nye, 2011:xv)

Nye appears to be stating that in the last few years, who can influence power and over which people is shifting from national governments influencing their citizens to other actors, such as the EU, influencing specific individuals, for example students. Erasmus Mundus can be seen as an example of this which makes Soft Power a useful concept for the analysis of the initiative.

By engaging the individual students in HE initiatives which form links between countries (Nye, 2005; Trilokekar, 2010), initiatives such as the Erasmus Mundus initiative which facilitate the

movement of students and ideas between Europe and international countries are seen as particular examples of where Soft Power influence is being exerted (Trilokekar, 2010:137). Soft Power is increasingly relevant when examining the work of the European Union and, specifically, Erasmus Mundus in international HE. Although much of Nye's work focuses on the USA, related work has made use of the theory in other contexts such as the Higher Education sector in Canada (Trilokekar, 2010), international recruitment to UK Universities (Hill and Beadle, 2014) and other EU-funded HE initiatives (Temple, 2006). In each of these cases, the Canadian, British and EU governments are trying to leverage power to increase their reputation, international stability and economic prosperity, Nye defines Power as:

the capacity to do things and in social situations to affect others to get the outcomes we want. (Nye, 2011: loc 248-52)

This linking of Soft Power to social situations by Nye relates to some of the forms of internationalisation which will be discussed in the following chapter – namely the relational and cross-cultural. It also indicates both an aim to affect others and a transactional quality which has resonances with certain understandings of Social Capital which are also discussed in the next chapter. Power and influence can be seen to be working in various directions within Erasmus Mundus: between students and the participating universities, countries and the EU as well as between the various member states of the EU. The resulting complex matrix makes it difficult, at times, to ascertain the outcomes that any individual desired from the initiative but part of the questioning of the participants was intended to increase understanding about what the students thought had influenced and changed as a result of Erasmus Mundus. Nye explains that Soft Power relies on influence at an international level:

Soft power rests on the ability to shape the preferences of others. A country may obtain the outcomes it wants in world politics because other countries – admiring its values, emulating its example, aspiring to its level of prosperity and openness – want to follow it (Nye, 2005:12).

As identified in this discussion of the policy documents, the approaches to internationalisation include the economic, cross-cultural influence, educational and relational in the Erasmus Mundus initiative.

Nye's definition of Soft Power being based on attractiveness echoes some of the aims of the Bologna Declaration which were intended to enhance the attractiveness of European HE (European Ministers of Education, 1999:8). This is a shift in EU policy which has often been seen as reactive rather than proactive foreign policy (Edwards, 2011:61). By explicitly including international development in the Erasmus Mundus initiative and drawing on funds for international development, the EU is indicating a particular approach to internationalisation which is focussed on developing relationships or networks which are a basis for the development of Social Capital (Putnam, 2002:4). The EU is also trying to develop its own standing and international reputation to act across its globe on behalf of its member states.

There is also discussion over what causes Soft Power to arise. Some attribute Soft Power to 'the attractiveness of an entity's culture, values, political ideals and policies, or from the perception that these are legitimate' (Keukeleire & MacNaughtan, 2008:24). It is worth noting the reference to 'entity' in this quotation as further evidence of non-state bodies such as the EU increasingly being identified as exerting Soft Power. Keukeleire & MacNaughtan's definition of contributing factors to Soft Power is relatively broad and can be seen to echo the elements of culture, human rights and scientific achievement used to explain the need for Erasmus Mundus (European Commission, 2002:345). However, the identification of a cross-cultural exchange may not equate to Soft Power:

Some analysts have misinterpreted soft power as a synonym for culture and then gone on to downgrade its importance (Nye, 2011: loc 509-10).

Exchanging information about cultures is not sufficient for Soft Power, there needs to be a change in values to view an alternative culture, value, political ideal or policy as 'legitimate' (Keukeleire & MacNaughtan, 2008:24) or behaviour if Soft Power is to be proven. Therefore, if the students identify a cross-cultural approach to internationalisation this does not mean Soft Power is at work.

Soft power is seen as one of the key resources of the EU as it lacks a military force in making global presence felt:

The Union's own experience of institutions, policies and attitudes that have helped the member states to live together in peace for half a century, together with its worldwide network of relationships, should indeed enable it to influence others to move in a similar direction (Pinder & Usherwood, 2007:160).

As already highlighted, the EU is looking to influence its direct neighbours and this can be seen as a modern form of a colonial relationship which has become a 'more discreet, disguised form – neo-colonialisation' (Siska et al., 2012:7). Policy writers or politicians looking to use Soft Power through initiatives such as the Erasmus Mundus initiative need to avoid 'cultural and educational imperialism' (Hanna & Latchem, 2002:125). Indeed, attempts at Soft Power, can actually have a negative effect, destroying any chance of influence (Hill & Beadle, 2014:7). Without proper consideration of how initiatives are implemented in different countries, agencies and governments 'run the risk of interventions and reforms that may not ultimately make a positive contribution' (Schendel et al., 2014:7). The possibility of a negative interaction and creation of aversion, rather than attraction, to the EU could be a possibility resulting from the students' experience of the Erasmus Mundus initiative if it is not successful in attracting the student to the EU's benefits and values.

The development of common international values may be less due to countries influencing each other and more to do with the creation of a more internationalised community which necessitates working with 'generally the same norms, rules, identities and views of moral conduct' (Ellis, 2009:4). In the case of this research, it could mean that instead of seeing evidence of Soft Power influence, evidence of cross-cultural and relational approaches to internationalisation there might instead be evidence of these negotiated norms so that communication can take place. Therefore, the Erasmus Mundus initiative is not about the imposition of EU culture and society on those from outside its borders but rather about allowing for dialogue and exchange. The analysis of the documents establishing the Erasmus Mundus initiative needs to include the extent to which the initiative aimed to directly influence those from other countries in EU behaviours or rather to shape their mode of thinking and behaviour if the importance of Soft Power is to be understood. An educational initiative is ideally placed to shape or form an individual, engaged as it is in the communication of ideas.

Understanding the creation or intended exertion of Soft Power amongst the students studying on the initiative also helps understand the role of the Bologna Process and Lisbon Agenda in their education. As discussed earlier in this chapter, one of the instances where Soft Power has been identified as operating has been in the formation of the EU. The EU has developed out of a desire for peace and stability by making once warring nations work together. Soft Power also enables the EU to exert international influence, using an inter-governmental method of governance to create a quasi-foreign policy. It could be argued that this is part of what is happening to Erasmus Mundus initiative's students: by changing their relationship with and perceptions of Europe, HEIs are changing the global esteem of Europe. By witnessing how relationships have brought about wealth and networking amongst European HEIs and partners the students encountered, the students might consequently return home with a positive view of networks and other European values.

2.7 Concluding Comments

This chapter has examined the policy context of the Erasmus Mundus initiative including the historical foundation and structures, the Bologna Process, the Lisbon Agenda and EU International Policies. In particular, it presents the justification of the EU as either an economic union or one created for more socio-political reasons can be seen in each of the policies. In reality, the EU was created for various reasons and therefore students will encounter and be left with a variety of understandings of Europe. This discussion has also identified that four approaches to internationalisation have emerged from the policy context. These are the economic (Hughes, 2008:112), the relational (Crossman & Clarke, 2009:613), cross-cultural (Middlehurst & Woodfield, 2007:14) and educational (Welch, 2006:324).

The next chapter critically explores the literature relating to these various approaches to internationalisation. The themes identified in Chapter 3 are used to analyse the European Commission's proposals for the Erasmus Mundus initiative (European Commission, 2002, European Commission, 2007) and the legislation from the European Parliament for both phases of the Erasmus Mundus initiative (European Parliament, 2003, European Parliament,

2008) as well as during the analysis of the students view of their motivations, understandings of Europe and perceptions of internationalisation.

Chapter 3: Literature Review

3.1 Introduction

In the previous chapter, the themes of internationalisation and Europe were identified as being central to the Erasmus Mundus initiative. In particular, Chapter 2 identified that four approaches to internationalisation were particularly emphasised in the Erasmus Mundus initiative and related policy documentation. These were approaches based on the economy, relationships, cross-cultural interaction and education. This chapter critically discusses these approaches to internationalisation and how they might influence the impact of the initiative. This discussion includes a presentation of the possible impacts of each approach on the initiative and what the possible indicators of that use of a particular approach might be in the data collected during this research. Thus, the chapter helps inform the coding of the data, as is presented in Chapter 5. The literature review on internationalisation also contributes to answering the first research sub-question on what approaches to internationalisation are being used by the EU when creating the Erasmus Mundus initiative. Although there are multiple other approaches to internationalisation, this chapter focuses on these approaches as they are identified within the policy documentation and therefore of particular importance to the impact of the initiative. Also during the discussion of the historic EU policy context and of the Bologna Process in Chapter 2, Social Capital was identified as contributing to the experience of internationalisation.

As discussed in Chapter 2, Soft Power is defined as ‘the ability to get what you want through attraction rather than through coercion or payments’ (Nye, 2005:11) and includes using HE as a tool for international influence (Trilokekar, 2010). The approaches to internationalisation employed by the EU in the Erasmus Mundus initiative could be seen as an attempt to create Soft Power. At the same time, Soft Power can be seen as further extending the influence of internationalisation. The relationship between Social Capital and the approaches to internationalisation forms part of the discussion in this chapter.

Following on from the approaches to internationalisation, this chapter will examine Social Capital which arguably draws on elements of all the approaches to internationalisation. A discussion is included on the relationship between internationalisation, Soft Power and Social Capital. Putnam defines Social Capital as 'social networks and the norms of reciprocity associated with them' (Putnam, 2002:4). The section critically discusses the literature relating to Social Capital and its creation.

3.2 Approaches to Internationalisation

Internationalisation is a complex term in HE as it has multiple meanings and this section explores approaches to it which can be seen to have been used by the EU in creating the Erasmus Mundus initiative. Knight (2004:9) highlights that some of the indicators used to identify internationalisation focus on international mobility/partnership activities undertaken by HEIs, creating an international curriculum, trade/economic impact of studies and the parallels between internationalisation and globalisation (Knight, 2004:6). In the end Knight creates a simple and, perhaps, one of the most comprehensive definitions for the internationalisation of HE:

Internationalization at the national/sector/institutional level is defined as the process of integrating international, intercultural or global dimensions into the purpose or delivery of post-secondary education (Knight, 2004:11).

This definition will be used in this discussion of internationalisation as it covers many of the key issues related to internationalisation which are seen as relevant to this research. Firstly, internationalisation is defined as a distinct process rather than a collection of unrelated activities and this marks internationalisation as different from globalisation (de Jong & Teekens, 2003:45). Secondly, by using the term integrated, Knight includes initiatives, such as the Erasmus Mundus initiative, in internationalisation as for the activity to be integrated there must be a more co-ordinated or planned approach to internationalisation rather than incidental international activity or mobility. Initiatives such as the Erasmus Mundus initiative assist this integration of international activity by formalising less structured networks and partnerships as part of the core activities of HEIs. Finally, Knight's definition above allows for a variety of possible international activities and approaches including the interaction between

nations or cultures. This variety can be seen in the four approaches to internationalisation identified in Chapter 2 from the initiative documentation and related policy context. These were an economic, relational, cross-cultural interaction and educational approach which all align with and can be included within the remit of Knight's definition. This section looks in turn at the possible defining elements of these four approaches and how their impact might be identified in the data collected for this research, acknowledging that other approaches exist but are outside the scope of this discussing. Exploring the individual student's relationship with each of these approaches to internationalisation is difficult as they overlap and all form part of the single experience of participating in an HE initiative. Therefore, the data collection and analysis methods needed to be designed to investigate the specifics of the students' experience to understand the differing approaches and this is discussed in Chapter 4.

3.2.i. Economic Approach to Internationalisation

As discussed in Chapter 2, an economic approach to internationalisation can be seen in the EU's foundation, the economic benefits of HE highlighted in the Bologna Process and the linking of knowledge to the economy in the Lisbon Agenda. All of these are referenced in the Erasmus Mundus initiative's documentation. The economic benefits of internationalisation can be categorised under four broad areas, as defined by the Organisation for Economic Co-operation and Development (OECD), namely 'growth in mutual understanding, the migration of skilled labour, revenue generation and capacity building' (Hughes, 2008:112). These economic benefits of internationalisation are similar to the benefits of linking knowledge to the economy, seen in the Lisbon Agenda. Internationalisation is driven in this approach by a desire to grow the economy, both at a personal level and at an international level and, as part of this, 'HE has become an indicator of economic competitiveness and the internationalization of HE is often regarded as an innovative response to external marketing opportunities' (Kim 2009a:396). The Erasmus Mundus initiative can be seen as having drawn on an economic approach to internationalisation as it facilitates many of the OECD's benefits including the upskilling of students which might increase their ability to generate more income and their global mobility, in turn increasing mutual understanding and capacity building. The concept

of mutual understanding indicates the development of a reciprocal relationship between the students taking part in the initiative and the language used is a slight echo of to the networks and reciprocity of Social Capital (Putnam, 2002).

Such an economic approach to internationalisation, though, might not lead to the positive benefits detailed by the OECD as it risks reducing everything to a market value (Harris, 2007:145) and the role of the students from one where they contribute to the academic world to one where they are simply taking from it (McCulloch, 2009:172). Neoliberalism is predicated on the idea that free market forces are a positive model for government resulting in the empowerment of individuals and decentralisation of political structures (Stegar & Roy, 2010:12). Definitions of neoliberalism can emphasise the way that markets have evolved within human society:

In this neo-liberal imagination, markets emerge spontaneously from natural human life, and are sustained from and if necessary against the state, which always threatens to undo them (Marginson, 2003:3).

However, critics see neoliberalism, not as providing freedom through choice for the individual citizen or student but instead leading 'to the 'commodification' rather than 'customisation' or 'individualisation' of learning' (Hanna & Latchem, 2002:128). Education in the neoliberal model has a value which is purely economic and this would be seen in the impact of any EU initiative on its participants. Indeed, there is evidence of competitiveness increasingly influencing HE and the education it provides (van der Wende, 2003:201) and initiatives such as Erasmus Mundus may contribute to that trend.

If neoliberalism and the related economic approach to internationalisation are seen to impact on students' motivations and outcomes then it could be identified in at least three possible ways. Firstly, the student may only define his or her participation as valuable or successful if it has implemented or inspired change in society because for neoliberals 'the driving force of the change is found in public and social policies, not in academic development itself' (Trioana et al., 2007:217). Secondly, it may have made students more 'individualistic' (Barnett, 2009:3)

when considering the impact of the initiative and, in particular, lead them to only measure success in terms of personal financial or professional success. The shift in 'relationships between states and markets, citizens and consumers' (Barnett et al., 2008:634) makes the individual more important and more self-interested in this view of an economically-driven approach. The third impact of such an economic approach might be that the students' understanding of Europe and their relationship with HEIs are reduced to a perception of themselves only as 'economic revenue' (Lee & Rice, 2007:384). With an economic approach, the student is confronted with a lifestyle which is 'seemingly more alluring, because they provide better material means' (Possa, 2006:355) and so any experience of internationalisation is based on the individual's personal financial gain. Such an economic impression of European HE will make it more likely that the individual student understands the European as an economic union rather than one built on social or cultural similarities. An economic approach to internationalisation is more likely to emphasise a single, non-diverse understanding of Europe which is reliant on harmonization (Dale, 1999:52).

Furthermore, an economic approach to internationalisation linked to neoliberalism causes an emphasis on 'individual rights, freedom (with an emphasis on economic freedom), competition and markets' (Olmedo & Santa Cruz Grau, 2013:479). This focus on the individual might make it harder for Social Capital to develop as there is less desire for networking or reciprocity (Putnam, 2002:4). Such an economic approach might mean that students value particular benefits from studying to such an extent that outcomes from degrees are 'conceived and reduced to information and to indicators of performance' (Harris, 2007:38). An economic approach to internationalisation might confirm a students' self-perception as a consumer leading to education being viewed as a product not a process and encouraging shallower learning but if the student is included in knowledge development then this can be avoided (McCulloch, 2009:177). Economic approaches and impacts are built into the initiative as it encourages 'partnerships, linkages and networks' (Ball, 2012:24). Networks formed through initiatives such as Erasmus Mundus which help with the accrual of Social Capital could be indicative of both a relational approach to internationalisation and an economic approach.

An economic motivation for joining an initiative is one of the factors which may contribute to the experience of international students but to say this is economic or driven by international financial relations alone may not be accurate. Although economic gain has been identified as an important motivator for students (Middlehurst & Woodfield, 2007:20), previous research has found little or no actual economic benefit to international mobility (Stronkhorst, 2005:297), minimal benefit to future career paths (Messer & Wolter, 2007:648) and, amongst former exchange students, no 'higher degree of responsibility to the global community, nor a greater interest in 'the good of the world' (Clarke et al, 2009:176). Furthermore, some academics feel that a career-focussed approach dominates the current discourse on education (Trioana et al., 2007:217) and that research unduly 'subordinates and trivialises education that has no market value' (Lynch et al., 2007:6). Recent research has however shown a 'strong relationship between higher education and higher income in low-income contexts' (Schendel et al. 2014:7) when looking at tertiary education in developing countries. It could be argued that those returning from European HEIs to low-income contexts would also see an improvement to their economic situation due to better job prospects due to obtaining a qualification. However, if such an economic benefit is not identified by the students, then Social Capital may become a more important outcome for the students and something that is more readily identified.

3.2.ii. Cross-Cultural Approach to Internationalisation

The second approach to internationalisation of HE identified in the Erasmus Mundus initiative and broader policy documentation is one that looks at internationalisation as working across cultures and acting as a political, social or cultural force. Middlehurst & Woodfield's discussion about internationalisation includes more political reasons for international changes in HE, suggesting that by working together countries can more easily respond to 'problems and concerns, such as terrorism or global warming, that have international and global implications' (Middlehurst & Woodfield, 2004:14). This approach to internationalisation is not about the economic value of education but again infers that the mutual relationships and capacity

building to tackle global problems mentioned by the OECD above (Hughes, 2008:112). Through education initiatives such as the Erasmus Mundus initiative and the changing economic model, relations in HE have 'become systematic, dense and multiple and trans-national' (Kim, 2009a:400) and research has to look at the resulting 'interrelationships between actors in complex, collaborative networks' (Gore, 2008:13) as a result of bringing multiple nationalities and cultures together. By bringing these networks together, the Erasmus Mundus initiative can support the development of Social Capital if it is built on a cross-cultural approach to internationalisation.

Some of the key identifiers of a cross-cultural approach to internationalisation are that students on initiatives:

share ideas, information and knowledge, and participate in discussions and debate across traditional borders, either via various forms of communication technologically or physically, through the accessibility of cheap foreign travel (Middlehurst & Woodfield, 2007:14).

Students in the Erasmus Mundus initiative were not only brought together but they also shared knowledge. It is important to note that the distinctive element of a cross-cultural approach is the movement of ideas across borders (Teichler, 2004). If this is happening then the data collected in this research should provide evidence of continued discussions and sharing of ideas between the various students in the Erasmus Mundus initiative. Previous research into the Erasmus Mundus Masters course that this research focuses on has suggested that co-operation was fostered from the outset with the programme aiming 'to enable collaborative and cooperative exchanges of knowledge' (van Swet, 2009:19). Rather than simply being about enhancing career opportunities or providing fixed knowledge, this statement underlines a different form of education. This education is about networking and relations which are closer to the intercultural understanding of internationalisation and the student experience. Collaboration would also mean a greater likelihood of influence from Soft Power being exerted. The notion that cooperation and collaboration are lasting outcomes will need to be explored to understand the perceptions of internationalisation that students are left with.

However, as national borders become less significant due to the institutional relationships de Jong & Teekens suggest that 'it becomes a matter of learning not so much about other countries as other cultures' (de Jong & Teekens, 2003:48). This approach to internationalisation is based on a more socio-cultural understanding of Europe as opposed to an economic one so identifying this approach to internationalisation helps to identify the experience of EU that the students may have encountered. The cultural model is not always seen positively, however, as 'local variations are flattened out, and issues of 'street level' implementation are obscured' (Marginson & Rhoades, 2002:305) and helping to build an understanding of 'international students as units within the political economy' (Lee & Kim, 2010:628). Such negative aspects of a cross-cultural approach to internationalisation echo the imperialistic concerns over Soft Power identified in Chapter 2. When exploring internationalisation with the students during this research, exploring the extent to which students feel their cultures have been over-ridden or, at the very least, influenced by Europe helps assess the experience of internationalisation and the outcomes of the initiative.

Initiatives such as the Erasmus Mundus initiative aim to develop the knowledge, skills and attitudes/beliefs for improving cross-cultural working (Clarke et al., 2009:174). Some of the indicators for cross-cultural benefits for students in international mobility include improved 'intercultural communication skills to effectively interact in our globally interdependent world' (Olson & Kroeger, 2001:117), a reduced awareness of the differences between countries (Killick, 2011:382) and a broader understandings of the world (Brux & Fry, 2010:508). Morey (2000) has identified that students aim to 'increase understanding of one's own and other cultures, religions, and political systems' (Morey, 2000:26). However, one of the key difficulties for international students developing links or learning cross-cultural skills is the lack of contact with local students (Pritchard & Skinner, 2002, Ujitani & Volet, 2008). A lack of relationships hinders any cross-cultural development and may have broader consequences for international students as 'their lack of personal adjustment is disappointing in human terms and may be counterproductive in academic terms' (Pritchard & Skinner, 2002:323). If one of the aims for international education from a student's perspective is cross-cultural skills then a

lack of interaction with other cultures will hamper that development. This is particularly important if one of the consequences of any international initiative is Soft Power as there will be a lack of relationships to build this upon and a lack of ways of influencing the beliefs/attitudes of individuals.

Interculturality provides further perspectives on a cross-cultural approach to internationalisation and can be defined as:

the existence of a relation based on mutual understanding and interaction between the people who belong to various cultural groups. [...] It requires engagement and can involve creative abilities that convert challenges and insights into innovation processes and into new forms of expression. (Kim, 2009a:396)

The use of the word relation links interculturality to the language of the relational approach to internationalisation and Social Capital due to the elements of mutuality, engagement and relationship. However, this can be a forgotten element of internationalisation (Kim 2009a:395). Part of this intercultural experience is being able to experience one's own culture 'in the context of other cultures' (Hammer, Bennett & Wiseman, 2003:423). Conversely, some discussions of interculturality focus on the 'knowledge, skills, and attitudes/beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings' (Clarke et al, 2009:174). This skills and competency based approach is reminiscent of the economic approach and the economic approach is identified as part of the reason interculturality is overlooked (Kim, 2009a:404), which once again highlights the tensions between the various approaches to internationalisation.

Some authors distinguish between intercultural sensitivity – being able to 'discriminate and experience cultural differences' – and intercultural competence – being able to 'think and act in interculturally appropriate ways' (Hammer, Bennett & Wiseman, 2003:422). This nuance in the understanding of the impact of interculturality may be significant for how the cultural approach to internationalisation affects the experience of internationalisation. Students may develop awareness but not the skills to work interculturally. Furthermore, it has been identified that a lack of interaction with the host country's students decreases intercultural skills (Ujitani & Volet, 2008:280) and that such relationships change over time (Ibid, 281). Such changes

in intercultural skills are like changes in Social Capital which can also decrease over time without continuing investment or reminders of the importance of the networks of reciprocity which form part of Social Capital. Those who have studied abroad exhibit more advanced intercultural skills than those who remained in their home countries (Clarke et al, 2009:176). Interactions with other students, the skills required to do this and the nature of those interactions forms an interesting line of enquiry to understand the inter- and cross-cultural approach to internationalisation as part of this research.

Higher education has been found to have:

A positive effect on individual graduate capabilities in a range of different areas – including political participation, health and nutrition, and women’s empowerment [...] and positively impacts social norms and attitudes towards concepts such as democracy and environmental protection (Schendel et al., 2014:7).

These impacts of higher education in developing countries echo the aspirations for change which the Erasmus Mundus initiative was designed to influence through international students studying at its HEIs. The EU may be trying to change behaviour through attraction to its own beliefs. Attraction to a particular set of values is part of Soft Power. In order to answer the research question about the impact of the Erasmus Mundus initiative, then the long-lasting impact on the opinions/beliefs of the students should be explored and whether these opinions/beliefs remain changed following the initiative or reverted back to the original opinions without further influence or Soft Power from Europe.

A cultural approach means that the elements of mutual understanding included in the definition of the economic approach (Hughes, 2008:112) and developing appropriate networks of reciprocity could also be evidenced for a cross-cultural approach to internationalisation. All of this builds into the development of Social Capital as better cross-cultural understanding can help build the networks and relationships required for the accrual of Social Capital. Furthermore, the growing influence of particular cultures is linked to the influence exerted through Soft Power as a culture is not seen as different but something which all parties share and want to emulate. Therefore, this cross-cultural approach to internationalisation links directly into the aspirations of the EU for the initiative. Identifying whether the students have

been influenced by the culture of Europe and any cultural exchange helps assess the impact of the Erasmus Mundus initiative on both the understanding of Europe and experience of internationalisation of the initiative's students.

3.2.iii. Educational Approach to Internationalisation

The third approach to internationalisation is based on an understanding of the educational and pedagogic elements of internationalisation. Internationalisation in this approach can be seen in the education students received through:

the broadening of perspectives on teaching, learning and scholarship, the incorporation of specific cultural and scientific skills not generally available in the home context, the building of tolerance and understanding amongst staff and students and the revitalising of language instruction programmes (Welch, 2006:324).

Such a view affects all levels of teaching and service at a university (Kim, 2009a:396). When analysing the experience of internationalisation for an Erasmus Mundus initiative's student then this approach to internationalisation means that it is enough for the student to have travelled but the education they receive needs to have an international element. Such an international element to pedagogy can be left unfulfilled (Luxon & Peelo, 2009:51) and leads to internationalisation not being pedagogic but more about 'an experience of education' (Luxon & Peelo, 2009:52) in that the student values the experience of living overseas but that the curriculum studied may not have been international.

The potential results of an educational approach to internationalisation could be very similar to those found in other approaches. Clemente (2007) contends that there are three fields where an educational approach to internationalisation can be seen. These are the economic, the social and the cultural which together make education 'a key tool for eradicating poverty, stimulating growth and fostering national development' (p.24). However, the role of internationalisation in education is not uniform as it both:

constrains and empowers actors, its impact is profoundly uneven and strengthening existing patterns of inequality and hierarchy while also generating new patterns of inclusion and exclusion, new winners and losers (Keukeleire & MacNaughtan, 2008:17).

Indicators of educational approaches to internationalisation include:

Improvements and/or higher competency levels [...] in (a) a particular foreign language, (b) specific international and intercultural competencies, and (c) specific personality characteristics (Stronkhorst, 2005:298).

These indicators are based on quantitative tests of both language and skills, linking to an economic approach to internationalisation based on a financial value attributed to certain knowledge or skills. Stronkhorst's discussion of competencies misses the broader educational benefits around the knowledge gained by the students or their experiences, instead focussing on an approach to education which defined by attainment and a legal competency (Brine, 2008:344). The impact of an educational approach to internationalisation will change depending on the individual student, his/her country of origin, gender, social or career background and individual skills. Therefore, a broader view of education and its impacts leads to a broader view of the experience of internationalisation of students. The overlapping of the internationalisation approaches seen in the documents for the Erasmus Mundus initiative will lead to a similar merging in the impacts felt by the students participating in the initiative.

3.2.iv. Relational Approach to Internationalisation

This merging of various approaches to internationalisation can also be seen in the fourth approach to internationalisation. Crossman and Clarke focus on the relationships of internationalisation:

Internationalisation is understood to be a process requiring ongoing effort that results in the intensification of relationships forged between national cultures (Crossman & Clarke, 2009:613).

This draws on the relationship and influence elements seen in the previous approaches as well as the policy documentation discussed in Chapter 2. There are clear parallels to Mahroum's (2008) view of the development of networks in a globalised world being based on better grass-roots relationships. In addition, the relationship approach requires students to work between cultures or interculturally which 'requires engagement and can involve creative abilities that convert challenges and insights into innovation processes and into new forms of expression' (Kim 2009a:396). The benefits of working across cultures can be numerous but, in order for it to happen, then engagement and a relationship are required.

Each of the previous approaches to internationalisation tangentially refers to relationships. For example, the economic approach refers to mutual understanding (Hughes, 2008:112) which may be damaged by neoliberalism rendering people more individualistic (Barnett, 2009:33). The cross-cultural approach relies on individuals sharing their culture including their world views and behaviours (Middlehurst & Woodfield, 2007:14) but, conversely, can lead to a single, dominating version of culture which ignores minority or regional variations (Marginson & Rhoades, 2002:305). The educational approach relies on the imparting of knowledge between different cultures (Welch, 2006:324). All of these build on the development of relationships and networks of exchange.

There may also be alternative reasons for participation in mobility related to a relational approach to internationalisation and the eventual outcomes as some European funded programmes are 'characterized by the rationale that cooperation and mobility aim to reinforce cultural and social ties in the European Space' (Horta, 2009:390). A relational experience of education can be seen as an important part of assessing student mobility, as research into the cross-Europe Erasmus exchange programme has shown:

It may be said that the students who participated in the study view their ERASMUS studies not as a single isolated stage of their studies but as an overall experience which forms part of a lifelong process and benefits not just at an academic level but mostly at the level of personal development (Raiku & Karalis, 2007:356).

This life-long impact has implications for Soft Power in that the attraction and influence can out last the initiative. However, some dismiss this social or relational impact (Stronkhorst, 2005:304) as being transient and, therefore, any Soft Power influence or Social Capital would be eventually lost.

When looking at the approaches to internationalisation identified in Chapter 2, there is quite clearly a broad range of factors influencing its development: 'Rationales driving internationalisation include socio-cultural, political, economic and academic' (Knight, 2004:23). The economic, cross-cultural, educational and relational approaches to internationalisation all link into Knight's discussion of internationalisation and the students are all influenced by factors from these approaches. However, the desired impact of these

approaches to internationalisation can be seen as emerging as a desire to influence other countries using Soft Power, which was discussed in Chapter 2. In order to influence other countries then it can be seen that Social Capital has been developed, drawing on the relational elements of the approaches to internationalisation identified, and this will be discussed in the next section.

3.3 Social Capital

There are a variety of understandings of Social Capital (e.g. Bourdieu, 1977; Field, 2008, Putnam, 2002) with each one having a slightly different critique and position. Putnam defines it as follows: 'social capital — that is, social networks and the norms of reciprocity associated with them' (Putnam, 2002:4). This definition of Social Capital has resonance with the development of relationships and intercultural understanding which some students seek from international study and depends on people being linked and communicating with each other. It also links to some of the trends therefore discussed in the approaches to internationalisation.

Bourdieu defines Social Capital as:

capital of social relationships which will provide, if necessary, useful 'supports': a capital of honourability and respectability which is often indispensable if one desires to attract clients in socially important positions, and which may serve as currency, for example in a political career (Bourdieu, 1977:503).

There are some criticisms of this definition in that it is based on elites and family relations (Field, 2008:20) but it is distinct from Putnam's definition in that he emphasises a wider group of people involved in building Social Capital from family to friends, colleagues to passing acquaintances (Putnam, 2002:6). Bourdieu puts a higher emphasis on the quality of the relationship in this later, revised definition:

Social capital is the sum of resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition (Bourdieu & Wacquant, 1992:119).

In this definition, as with the Putnam definition, the word network is used. However, Bourdieu & Wacquant's definition is more structured than Putnam's and involves a more established institutionalized relationship. It also emphasises mutuality as Social Capital does not work in one direction but works on the basis that both parties will gain. Field takes a broader

understanding of the benefits of networks and relationships than both Putnam and Bourdieu, stating that the benefits of Social Capital are felt more outside the individual networks and relationships, with participants able to accrue Social Capital with 'not just those they know directly' (Field, 2008:14). If Social Capital is accrued by those participating in HE initiatives, it would therefore be possible that the initiative has an impact on those surrounding the students in their communities and networks. This makes it more likely for Soft Power to occur as the network of influence of the EU extends beyond the students in the initiative. Therefore, the impact of the initiative should be examined in terms of the outcomes for the individual and outcomes for their wider society. Putnam also specifies that individuals do not need to know when any reciprocal gain from society will be made (Putnam, 2001) but instead the benefit to either party can be at some, as yet undefined, point in the future.

A challenge in defining Social Capital is the use of the word Capital which appears to attribute a value to human relationships. This appears to relate to the economic approach to internationalisation presented in the previous section. Field states that Social Capital:

has clear parallels with the notion of human capital, which originally emerged in economics in the 1960s, and denotes the economic values to firms, individuals and the wider public of such attributes as skill, knowledge and good health (Field, 2008:10).

In the discussion about neoliberalism and the Lisbon Agenda in Chapter 2, the point was made that there is a drive to put a value on many things even if this is not actually possible. Halpern suggests that the only way to quantify Social Capital is by measuring trust (Halpern, 2005:32) and therefore, perhaps a more appropriate way for this research to examine Social Capital would be to look at the types, quality and reciprocity of the relationships that the initiative helped create. Such an approach to data collection would also indicate whether students studying on the Erasmus Mundus initiative were looking for financial gain or a conceptual gain based on interactions and relationships, as indicated in a relational approach to internationalisation. Halpern explores what happens if there is a break down in Social Capital. Listing three elements of Social Capital he includes social networks and social norms which are similar to Putnam and Bourdieu as well as echoing the establishment of social norms of communication in the cross-cultural approach to internationalisation (Dale, 1999:54, Ellis,

2009:4). However, the third element in this definition of Social Capital is sanctions (Halpern, 2005:11). Whilst Putnam and Bourdieu emphasise that individual investment or engagement is required in order that Social Capital is accrued, Halpern says that a lack of reciprocation not only leads to a lack of Social Capital development but can also lead to its destruction. In the case of HE and students, this means that a break down in communications or failure in the relationship makes the investment in Social Capital worthless. A sanctions based view of Social Capital emphasises the need to understand if the initiative inspired ongoing, engaged relationship rather than a passive, occasional one. Also, the concept of sanctions goes against the idea of Soft Power which is about creating influence rather than being punitive.

Two particular variations of Social Capital will feed into the analysis in this research. Bonding and Bridging Social Capital (Field, 2008:73; Halpern, 2005:19; Putnam, 2002:10) could be both developed through the initiative and these could result in different outcomes for the students taking part in the Erasmus Mundus initiative. Bonding Social Capital relies on bringing similar people together with similar interests and a common objective but is more at risk of breaking down (Putnam, 2002:10). In the case of a specific course of study such as an Erasmus Mundus Masters course, then students may share certain common elements such as an interest in education but the return to their home countries might be a sufficiently disruptive force to cause the loss of any Social Capital developed. Bonding Social Capital also brings together similar people but then excludes others from networking. Therefore, Social Capital may not be a positive development and may not be universally available:

Networks and norms might, for example, benefit those who belong – to the detriment of those who do not. Social capital might be most prevalent among groups of people who are already advantaged, thereby widening political and economic inequalities between those groups and others who are poor in social capital (Putnam, 2002:8).

Given the composition of the student body, students from different countries or backgrounds will have different experiences. It is also possible that some students will have a negative experience or those from less powerful or less developed countries might not benefit as much as others from the development of Social Capital.

Conversely, Putnam sees Bridging Social Capital as stronger as it brings together people who are unlike each other and form more stable networks (Putnam, 2002:10). Courses such as Erasmus Mundus Masters courses bring together students from a variety of cultures and thus could be seen as Bridging Social Capital. If these relationships can be sustained then they will be longer-term and perhaps be able to deliver the long-term influence or Soft Power that the EU is aiming to generate. When examining students' understandings of Europe and perceptions of internationalisation in relation to Social Capital, analysis takes account of, not only whether Social Capital has been developed, but also the type as it may not be uniform or quite where expected.

Halpern uses EU funded initiatives as an example of Social Capital stating that they 'are aimed at building up a fabric of personal relationships, shared languages and understandings – transnational bridging social capital in short' (Halpern, 2005:182) and this indicates the sort of behaviour that needs to be identified if Social Capital has been developed. Temple (2006) emphasises the importance of personal and institutional relations as part of the Social Capital which has contributed to the success of various EU funded HE initiatives:

Networks, and the trust they engender, facilitate learning and the re-embedding process necessary in modern organisations to handle knowledge coming from outside. The initial stock of social capital is enlarged during this learning process, and is then available for other purposes (p.16).

Thus, the concept of Social Capital might be used to explain and understand any long-term relationships between students and academics from the Erasmus Mundus Masters course and be used as a framework to identify and discuss the relational approach to internationalisation.

Putnam has identified a decrease in Social Capital in Western Societies (Putnam, 2002). However, trends in technology and social media may have reversed this (Field, 2008:41). People can communicate more easily around the world but on the other hand they risk becoming more withdrawn (Putnam, 2002:17). In an age where students are more aware of other cultures via the media this will be having an impact on how Social Capital, through initiatives such as the Erasmus Mundus initiative, is created. Students will be more aware of

different cultures before they travel and be able to form international networks either before travelling or without travelling altogether. The Erasmus Mundus initiative was happening at a time when the opportunities to develop Social Capital were changing, with social media helping support some of this. Not only does this mean that there are multiple opportunities external to the initiative to develop Social Capital but it also means that the students are able to use, say, current social media to help accrue further Social Capital both during and after their time on the initiative.

Given the various understandings of Social Capital, this research drew on a variety of contexts for the theory but based analysis on Putnam's definition of Social Capital as 'social networks and the norms of reciprocity associated with them' (Putnam, 2002:4) for a collection of reasons. Firstly, Putnam's definition includes reciprocity which is particularly relevant given the four approaches to internationalisation. Relationships and networks are part of the definitions for the economic, cross-cultural, relational and educational approaches to internationalisation. These relationships and networks are not merely nice things to have but have a social use because Social Capital which is predicated on 'the core idea of social capital theory is that social networks have value' (Putnam, 2001:19). By using Putnam's definition in combination with the approaches to internationalisation, this research tried to understand the value the initiative had through the relationships it created. Putnam's approach was also selected because of the importance it places on engagement rather than just networks:

What matters from the point of view of social capital and civic engagement is not merely normal membership, but active and involved membership (Putnam, 2001:58).

The idea of civic engagement and active, involved management is reminiscent of the relational approach to internationalisation and some of the language in the Erasmus Mundus definition. Finally, despite the critique highlighted in the previous paragraph (Field, 2008:41), Putnam's more recent work on Social Capital takes in to account the role of modern technologies and the role they play in both enhancing 'our ability to maintain our social networks even across vast spaces [and] on the other hand, they have facilitated a withdrawal of some people from civic and social life' (Putnam, 2002:17). The theory as used by Putnam is therefore particularly useful to the analysis in this thesis.

However, the work of other theorists, such as Bourdieu, was also relevant to this research. Given the variety of economic, social and cultural backgrounds of the Erasmus Mundus students who are the focus of this research and the fact that there is a majority of women, Bourdieu's work is relevant as his 'conception of capital reflects his positioning of actors in social space according to economic, social and cultural characteristics' (McClenaghan, 2000:568). Bourdieu argues that the amount of social capital possessed by an individual:

depends on the size of connections he can effectively mobilize and on the volume of capital (economic, cultural or symbolic) possessed in this own right be each of those to - whom he is connected. (Bourdieu, 1986:246)

It was therefore important to understand the background of the students and hence the background details for each participant were collected in Annex 1. However, Bourdieu emphasises 'more or less institutionalized relationships of mutual acquaintance and recognition – in other words, to membership in a group' (Bourdieu, 1986:246) rather than more informal networks such as those created by study abroad programmes like Erasmus Mundus which is the focus of the research. Conversely, Bourdieu's work is still relevant as it is important to understand the power behind the initiative given the involvement of higher education and the governmental organisations of the EU. So, the policy context in Chapter 2 looked to explore the context and complex web within which the initiative and this research is located. The research questions focus on internationalisation and although the experience of internationalisation is dependent on power, gender, age and race, as discussed by Bourdieu, it was decided to keep the focus of the research on the experience of internationalisation but with some consideration of these important elements of Social Capital.

The selection of Social Capital as part of the theoretical context for this thesis was also due to its relevance to research on Europe, Higher Education and Erasmus Mundus. Firstly, Europeanization, including the role of the EU, has been identified as dependent on Social Capital and 'based on the effects of networks and actors in creating policy spaces; in governing of education in Europe through persuasion and attraction' (Lawn & Grek, 2012:15). Social Capital is particularly relevant to HE (e.g. Georgieva, 1999:533), students' experience

of education (e.g. McClenaghan, 2000:565; Villar & Albertin, 2010:138) and, in particular, initiatives such as Erasmus Mundus as they are helping to create 'trust, networks and information exchange [which] may therefore be individual features of a larger phenomenon which it is convenient to call social capital' (Temple, 2006:17). Temple's research has identified Social Capital among the outcomes from initiatives such as Erasmus Mundus and, given the four approaches to internationalisation, it was felt to be a useful theoretical tool to include in the analysis of the initiative. In Chapter 1, it was highlighted that part of the motivation for this research was the identification of different outcomes for the Erasmus Mundus students which included leaving their home country or setting up training in inclusive education. These different outcomes could be explained by the fact that:

Bonding social capital constitutes a kind of sociological superglue, whereas bridging social capital provides a sociological WD-40 (Putnam, 2001:23).

Use in the research of both bridging and bonding Social Capital gives the theoretical context a richness to explore the initiative's diverse outcomes. Therefore, given its relevance to EU funded initiatives, Social Capital fed in to the Grounded Theory analysis which helped the understanding of the networks of reciprocity and relationships.

3.4 Concluding Comments

This chapter has explored the approaches to internationalisation identified in the policy documentation in Chapter 2. It has suggested that relationships form a common element of these approaches which can be seen in the possible creation of Social Capital and the associated development of relationships and networks. However, the type and extent of the Social Capital along with the various influences of the approaches to internationalisation will lead to a varied development of the Social Capital.

Many of the contexts surrounding an initiative and the students are overlapping and interdependent, particularly in relation to internationalisation. The development of international HE initiatives both speeds up internationalisation and is reliant on the development of Social Capital if it is to have a long-term affect. Soft Power is reliant on the development of networks and relationships of influence which can be seen in Social Capital.

However, in an age where neoliberalism is dominant, the students on the initiative may be more interested in their individual gains rather than the broader benefits of developing relationships or indeed Social Capital. Without the development of these personal relationships, any aim the EU may have of exerting Soft Power on countries outside Europe will be reduced. For this research, the relationship between the individual and the society created by the initiative was important in understanding its real impact on Europe and internationalisation.

Chapter 4: Methodology & Methods

4.1 Introduction

This chapter discusses the methodology and methods selected to answer the research question and sub-questions about the impact of the Erasmus Mundus initiative on the experience of internationalisation on the students who participated in the initiative. Chapters 2 and 3 discussed approaches to internationalisation and the theories of Soft Power and Social Capital which were identified in Erasmus Mundus initiative's documentation. This chapter starts by exploring why interpretivist and constructionist approaches are particularly suitable for answering the research questions. This research employed an interpretivist approach, seeking an understanding rather than an explanation of human behaviour (Bryman, 2008:15) and taking the view that people are different from the objects studied in the natural sciences. The research was rooted in a social constructionist position, 'that social phenomena and their meanings are continually being accomplished by social actors' (Bryman, 2008:19). Humans interact with the society around them, contributing to both its construction and interpretation. Social construction radically questions what is an observable fact and shows research as being 'partial, value-ridden and driven by implicit vested interest' (Burr, 1998:14). Social constructionists see the world as constructed through social interaction and suggest that power is maintained by the dominant groups in society.

Having discussed and justified the research approach, the methods for each research sub-question are then presented with an explanation about why they were selected to fit with the methodological framework. In order to answer the first research sub-question about identifying the approaches to internationalisation used by the EU when designing the Erasmus Mundus initiative, a full analysis of the Erasmus Mundus initiative's documentation was carried out. This drew on the four approaches to internationalisation identified in Chapter 2, namely the economic, the cross-cultural, the educational and the relational approaches.

The second research question asks about the students' understanding of Europe and experience of internationalisation, within the theoretical context of Soft Power and Social

Capital. If internationalisation is an experience then it is unique for each person so the research methods needed to allow for the identification of the impact on the individual students. Given the subject area and the methodological framework, rich qualitative data was required so the methods were selected to produce this as well as limited, summative quantitative data. The quantitative data allows for comparisons of the backgrounds and an initial understanding of the students' contexts which could then be further explored in the interviews. This section therefore explains the selection of questionnaires and semi-structured interviews.

The third question brings the data from the documentary analysis, questionnaires and interviews together to understand the impact of the initiative on the students' experience of internationalisation. Throughout, the application of a Grounded Theory approach to coding and analysing the data is explained. Grounded Theory allowed for a systematic analysis of the data collected through the coding of the data (Glaser & Strauss, 1967:5) but was not used to produce new theory. The final section of the chapter looks at the ethical considerations in the research before some more general concluding comments.

4.2 Interpretivist and Social Constructionist Research

As discussed in Chapter 1, the conceptual framework for this thesis emerged during the preparation of the policy context in Chapter 2 and literature review in Chapter 3 with the approaches to internationalisation, Soft Power and Social Capital emerging through the reading and research which went in to those chapters. This evolution of the research has led to a deductive, iterative approach to the research which, in turn, has fed in to the selection of the methodology and methods used in this research. The theoretical framework for the research has emphasised the need to understand the students' context:

The policy-oriented concept of power depends upon a specified context to tell us who gets what, how, where, and when (Nye, 2011: loc 281).

As discussed in Chapter 2, policy is negotiated and, particularly in the case of EU policy, is implemented differently depending on the countries and contexts of the actors involved.

Therefore, emerging from the theoretical framework was a need for a methodology which uncovered and acknowledged the understandings/constructions of power influencing the experience of internationalisation for the participants in Erasmus Mundus. Social Constructionism allowed for such differing understandings as it is predicated on the idea that:

The ways in which we commonly understand the world, the categories and concepts we use, are historically and culturally specific (Burr, 1995:3).

Using Social Constructionism meant that both the theoretical and methodological framework agree that 'humans are embedded in complex structures of culture, social relations, and power that affect and constrain them' (Nye, 2011: loc 391) and, in the case of this research, these contexts needed to form part of the analysis in the research. In addition to historic and cultural specificity, Burr also emphasises the need for Social Constructionists to be critical towards taken-for-granted knowledge (Burr, 1995:2). As a result, Grounded Theory was selected as a method to analyse the data, though not theory generate, which created a way to critically reflect on the context and experience of the research participants.

An iterative approach to research, which can be seen in the development of the theoretical framework, was also behind the selection of mixed methods for data collection. The selection of documentary analysis, questionnaires and interviews will be further explored in this chapter but, crucially, these methods allowed the research to move from the general to the specific context of the students, drawing on the strengths of various data collection methods but still delivering the rich qualitative data needed to understand the networks and relations highlighted in the literature review. In particular the questionnaires and interviews with the students were selected to allow the students the ability to produce rich narrative data. The process the participants go through in selecting and structuring their narratives reveals something about how they construct their worlds (Burr, 1995:29) and, as a result, how they understand their experience of internationalisation. Finally, an iterative approach meant that the theoretical framework of the approaches to internationalisation, Social Capital and Soft Power could be drawn in to the analysis through Grounded Theory (Strauss & Corbin, 1990:96) making the theoretical framework an integral part of the research design and analysis.

Interpretivist research seeks to understand human behaviour rather than explain it (Bryman, 2008:15), an aim which can be seen in the wording of the research question. There may well be many ways in which the students view the world around them. According to Hennet al.:

interpretivism holds that to explain human behaviour, social researchers need to understand the meanings and interpretations that people attach to phenomena in the social world. [...] researching is designed to explore the motivations, perceptions and experiences of social actors (Henn et al., 2009:27).

Henn, Weinstein & Foard consider that the best methods to collect this sort of data are qualitative. Richer, narrative based data was therefore selected to provide the fuller, personal data required to answer to the research question. The related ontological position is social constructionism and means that information uncovered in this research is seen as value-based, partial and is dependent on the context within which it was created:

It [constructionism] implies that social phenomena and categories are not only produced through social interaction but that they are in a constant state of revision (Bryman, 2008:19).

This interpretivist and social constructionist approach to research relates to the need for a policy context such as that detailed in Chapter 2. The policy context is shifting (Cherryholmes, 1988:3) and specific (Pawson, 2001:8). The epistemological and ontological position of this research allows for and, indeed, requires such a context to better understand the significance and weaknesses of the research. The benefits of this for the research lie in two particular areas to do with acknowledging the varying understandings across the cultures of the students and seeing the bias of the researcher as a positive rather than negative addition to the research.

One of the difficulties with this research was that not only do the students have their own way of understanding the field of this research, internationalisation and Europe but these may have differ from that of the researcher. As Hacking (1999) reminds us 'ideas do not exist in a vacuum. They inhabit a social setting' (p.10). This was important for this research because identifying the social setting was not easy as it crossed into a number of social settings including education, universities, the particular national background of each student, and a wider international/global context. There was also the related and unique social setting of the researcher which is reflected on later in this chapter.

Social constructionism allows the researcher to be 'conscious of the diversity and difference in humanity' (Burr, 1998:17) and demands a level of critical self-reflection before interpreting the words and actions of the research respondents. Self-reflection is particularly necessary for research focussing on international students as there may be a disconnect in the use of various words, terms or concepts between a UK-based researcher and the international students.

The second benefit of the selected methodology is its potential to acknowledge and, indeed, regard positively the bias of the researcher. Pawson acknowledges that any research is only a 'partial account' (Pawson, 2001:8). Kvale argues that having a particular view or bias, if properly acknowledged, may actually enhance the research rather than detracting from it:

A recognized bias or subjective perspective may, however, come to highlight specific aspects of the phenomenon being investigated and bring new dimensions forward, contributing to a multi-perspectival construction of knowledge (Kvale, 2007:86).

The notion of subjectivity here acknowledges the central role of the researcher in interpretivist research is integral to the research and that it is not possible to view the research objectively or without his/her own view of the world. Attempts to be objective by a researcher are criticised as 'being based upon a limited idea of science through its separation of reason and emotion' (May, 2001:56). Pawson, Kvale and May all highlight that it is important for researchers to be critically and self-reflectively acknowledge of their impact on the research.

For this research, my context is especially significant, particularly in terms of my relationship with the respondents in the research. For three years I was an administrator on the Erasmus Mundus Masters course which is the focus of this research which means that I had a close working relationship with my field of study and the students participating in the initiative. This has meant easier access to the specific policies and issues to do with the initiative which strengthens the research as I already have an awareness of the various contexts being constructed as well as some of the nuances in the positions taken. I also have a unique understanding of the types of interactions between the students which may have impacted

upon their views about both Europe and internationalisation which they encountered in Europe. The motivation to undertake the research came from a wish to bring further understanding to the field and a fundamental belief that international HE policies and funding initiatives can bring about positive change, though the changes resulting from a policy may not always be those which were intended when the policy was formulated. All these elements will shape my analysis of the data collected and the possible outcomes of the research. An interpretivist and social constructionist methodology allowed me to acknowledge my personal background and select research tools which took account of my bias.

As a white, middle-class, western male I also risked having a particular influence on the research. To those students taking part in the initiative and research who encountered me professionally, I might have been perceived as having a position of power or as someone representing the universities involved in the initiative or Europe. My background could also be considered a dominant one, particularly relative to women from outside Europe. These issues needed to be considered carefully in the selection of the methods and implementation of the research so that the respondents felt free to answer the questions. This was done by clearly demonstrating my role in this as a PhD student by using my student email address rather than a professional one, by indicating clearly in any communications or conversations my role as a PhD student and reminding students that I am no longer connected to the initiative.

A further part of this context is that my professional role lies between academia and administration (Harland, 2009:581) which 'could also create legitimacy issues' (Whitchurch, 2009:409) as students might not view me as a legitimate PhD researcher as they had only encountered me as an HE administrator. Whitchurch views my role as that of a 'blended professional' (Whitchurch, 2009:407) which actually strengthens the research as my technical knowledge of the sector has the potential to provide additional insight into the research. This research aimed to understand a specific EU-funded HE initiative within the broader policy and academic discourses on HE within Europe during the period 2000-2010 and provides one

version of any particular investigation due to my involvement in the research and the personal perspectives brought to the work.

Burr points out:

Since we cannot step outside our own culturally and historically located value systems, perhaps we must (and can only) make such judgements from within this system and defend them regardless of their inevitable relativism (Burr, 1998:16).

Researchers are a part of the society they are analysing and it is impossible for them to become completely removed from society and be objective. This research was looking to uncover new perspectives of the complexities and nuances of the international experience of a range of students rather than to present a single view. Therefore, I needed to be aware of my own bias or opinion and not lead or direct the respondent to reflect that. My role in the research is reviewed in Chapter 5 in the light of the process of data collection and analysis. However, the questionnaire and interview design were reviewed by someone distinct from the research to look for bias and, likewise, examples of the coding were reviewed for bias by someone independent of the research.

The research question and sub-questions focus on the words impact, understanding and experience and, therefore, imply an understanding of the world which is based on an individual interpretation rather than hard facts. Also, given the variety of approaches to internationalisation, there was a need to take account of a variety of contexts (Pawson, 2001:8) when exploring the relationships and networks required for Soft Power and Social Capital. An interpretivist and social constructionist methodology was deemed the best approach to answer the research question. Methods considered particularly useful for interpretivist and social constructionist researchers include using accounts, interviews, participant observation and personal narratives (Cohen & Manion, 1994:7; Bryman, 2008:62; Robson, 2002:28). Based on the methodology discussed in this section and my acknowledged role within the research, the methods selected and discussed in the next section were chosen to allow for this construction along with an awareness that multiple, varying views are being constructed by the students as well as the researcher.

4.3 Methods of Data Collection and Analysis

As stated in the introduction to this chapter, each research sub-question required the collection of a different data set and so different methods of collection and analysis were employed. This research employed a mixed methods approach so initial data collection could help identify the contexts of the respondents which could then be followed up in greater detail later in the data collection so as to help answer the research sub-questions. Mixed methods can be used in interpretivist research in order to 'understand the meanings and interpretations that people attach to phenomena in the social world' (Hennet al., 2009:27). A mixed methods approach 'gives greater prominence to the strengths of data-collection and data-analysis techniques' (Bryman, 2008:606). This section explains the methods selected both in terms of the epistemological and ontological positions discussed in the previous section but, also, in terms of how particular methods help answer a particular research sub-question (Bryman, 2008:609).

The data collection used an iterative research style with each stage informing the next. The first sub-question asks what were the approaches to internationalisation used by the EU when creating the Erasmus Mundus initiative and to answer this, a large amount of documentation needed to be systematically reviewed and analysed. The results of this documentary analysis then informed the design of the questionnaires and interviews to answer the second research sub-question on the students' experience of internationalisation. The results from the questionnaires were both quantitative and qualitative. In line with the iterative research design, the results from the questionnaires informed the design of the interviews, the final stage of the data collection.

The mixed methods highlighted above were particularly useful for this research as they provided a 'more comprehensive account of the area of enquiry' (Bryman, 2008:609) and providing 'a more complete answer' (Bryman, 2008:612) than could have been provided by the use of a single method. This is particularly true given the cultural, national and experiential

differences between the students participating in the Erasmus Mundus initiative. To understand the students' contexts and differing experiences of internationalisation, mixed methods better provided different perspectives by providing both qualitative and quantitative data. Questionnaires were used, for example, to provide broader trends which can be further explored in interviews, using a 'qualitative study to provide the context for understanding broad-brush quantitative findings' (Bryman, 2008:620). Mixed methods also helped with an iterative research style with each set of data collected helping enhance the subsequent data sets (Bryman, 2008:609). For example, the results from the documentary analysis informed the questionnaires and the results from the questionnaires help with the design of the interviews. Such an iterative style helped new knowledge emerge and findings to be confirmed as the data collection took place. The methods were felt to best answer the research question as well as providing an understanding of the experience of internationalisation of a particular group of the Erasmus Mundus initiative's students. The next sections look at the methods for each of the research sub-questions in more detail.

4.3.i. Approaches to Internationalisation: Documentary Analysis

The experience for the students was thought to relate in some part to the approaches to internationalisation identified in the Erasmus Mundus initiative's documentation. The analysis of the documentation was selected to provide some evidence of the experience which would have impacted the students.

In order to provide the contextual data, a systematic analysis of the documents which established the Erasmus Mundus initiative was thought to be required to provide some of the context (Hacking, 1999:10, Burr, 1998:17). These documents consisted of the proposal by the European Commission for the initiative in 2002 (European Commission, 2002) and the resulting legislation passed by the European Parliament (European Parliament, 2003). For phase II the documents were the new proposal by the European Commission (European Commission, 2007) and the final legislation for the initiative to run from 2009-13 (European Parliament, 2008).

The documentary analysis was to be undertaken in such a way that it identifies broad themes for the data collection from the students, the substantial element of this research. Therefore, a method of analysis which grouped themes systematically together was thought to be an appropriate way of producing this data. The two phased approach proposed by Robson (2002:477) fits appropriately with the interpretivist and social-constructionist framework of the research because it focusses on developing themes and then grouping information together to form patterns (Robson, 2002:477) which can be seen as indicative of the Erasmus Mundus initiative's context. The method allowed the world-view of the EU to be identified. This method drew on elements of Grounded Theory which allowed the analysis to emerge and be grounded in the data as it:

involves the acceptance of an openness to ideas developing and even to the complete rephrasing of research questions as ideas emerge (Henn et al., 2009:254).

Traditional Grounded Theory is based on the simultaneous collection of data and its analysis along with memo-writing to elaborate categories and identify gaps (Charmaz, 2006:6). However, the aim of this research is not produce a theory but to produce an understanding of the impact of the initiative so the theory generation elements are not felt to be useful to answering the research question. Therefore, memo-writing and the resulting theory generation was not included in the methods but the systematic collection and analysis of data are seen as useful tools for the research and to fit with the interpretivist and social-constructionist methodology for the research. Therefore, Grounded Theory was selected to analyse the data, rather than produce data, as it offered a systematic method which examines all the data collected (Glaser & Strauss, 1967:5).

Grounded Theory was chosen to undertake a thematic analysis which involves creating core categories of responses, bringing together various codes (Glaser & Strauss, 1967:105). When considering the method to be employed, a variety of approaches to Grounded Theory were identified which involved the filling of categories with particular codes (Strauss, 1987:23; Charmaz, 2006:60; Creswell, 2012:426). This saturation of a particular category allows for theory to be tested and, if necessary exceptions can be identified (Strauss, 1987:23) but it can

rely 'too much on preconceived prescriptions' (Bryant & Charmaz, 2007:9). Therefore, Grounded Theory would be used to undertake a thematic analysis rather than produce theory. In this way it would be providing the rich data required for an interpretivist methodology.

At the same time, Strauss & Corbin (1990:96) emphasise that context from other literature can be brought into the coding process which is particularly important for this research, as discussed in the Policy Context in Chapter 2, as it allows for the inclusion of the approaches to internationalisation discussed in Chapter 3 to form part of the analysis process. Whilst wanting to remain logical, being contextually aware allows the researcher to use understanding and a personal construction of the knowledge to best understand the data. The success and implications of the inclusion of the context will be discussed in Chapter 5.

4.3.ii. Experience of Internationalisation: Questionnaires & Interviews

The second research sub-question is about the students' understandings of Europe and experience of internationalisation through the theoretical lens of Social Capital and Soft Power. In order to answer this sub-question, the methods drew on the results from the first sub-question about the approach to internationalisation in the EU documentation and allowed for the respondents to construct their own world views. Within a social constructionist framework, students need to have space to construct how they view the world, in this case in relation to their experience of internationalisation. The data required to do this includes context about how the respondents recall their world view before participating in the Erasmus Mundus initiative. This context should have then been identified through information about recalled motivations, previous experiences of travel and aspirations from the Erasmus Mundus initiative. The experience of Europe and understanding of internationalisation could then be explored within this context based on the outcomes, benefits and experiences that the students identify themselves. Some of the contextual data was collected through questionnaires for efficiency and to allow the students time to reflect. A semi-structured questionnaire was selected for exploration as well as to provide simple statistical data about the most common responses. In addition, free text sections were included in an attempt to

provide space for the respondents to explore the world they have constructed. Although the questionnaires guided the respondents' towards certain responses or world views due to the questions selected, they also removed my opportunity to interrupt or shape their answers. It was thought that this would allow the respondents to construct their world in their own way without too much direction from me.

This initial data from the questionnaires could then be explored in greater depth using a series of interviews. In order to allow room for the particular world view and understanding of internationalisation to be explored, then the methods needed to allow for follow-up questions to be asked. So, as with the questionnaires, semi-structured interviews were selected so that the wording of questions could be changed and explanations given when appropriate, as well as follow-up questions to allow exploration of certain issues of particular interest further (Robson, 2002:270). As this is interpretivist and social-constructionist research, interviews are a particularly suitable method:

The qualitative interview is a key venue for exploring the ways in which subjects experience and understand their world. It provides a unique access to the lived world of the subjects, who in their own words describe their activities, experiences and opinions (Kvale, 2007:9).

Conversations and oral narratives are a normal part of everyday life. Human beings are used to answering questions so this is quite a natural format of data collection. However, a formal interview is distinct as it has a set purpose which, in this case, is to collect data. However, Kvale's statement above that this was a good way to understand the world was true because a semi-structured interview allows room for both parties to explore the issues, drawing out the nuances and complexities of language and world construction. The specific impact of telephone or Skype interviews as opposed to face-to-face ones is discussed in the analysis of the data collection process in the next chapter.

One of the key issues with interviewing is the balance of power between the participants which was also one of the issues discussed when examining bias earlier in this chapter. As Kvale explains:

We should not regard a research interview as an open dialogue between equal partners. [...] Subjects may, more or less deliberately, tell what they believe the interviewer wants to hear' (Kvale, 2007:14)

Given that these are former students on the Erasmus Mundus Masters course which I administered, the change in my role from one of semi-authority involved in the administration of the course to one which is perceived by the students as more removed from the initiative is of particular importance. Respondents may have felt they needed to prove the impact or the outcomes of their studies or the importance of Europe, for example, in their lives. As discussed earlier, I emphasised my role as a PhD researcher and lack of involvement with the initiative when briefing the students. The effect of this power relationship on the final data collected is explored in Chapter 5.

There are a variety of skills that a researcher using a particular group of respondents should have, including the ability:

to ask good questions, be a good listener, be adaptive and flexible, have a firm grip of the issues being studied and be unbiased by preconceived notions (Yin, 1994:56).

Kvale goes further defining good questions as 'clear, simple, easy and short questions' and a good listener as being 'gentle, sensitive, open, steering (knows what he or she wants to find out ...), critical, remembering and interpreting' (Kvale, 2007:81). It was thought to be important to draw on the listening skills and build quickly a rapport with the respondent so as to pick up on the verbal signals which have greater importance due to the lack of non-verbal communication. This was anticipated as being particularly necessary given that these interviews will take place via Skype or telephone and there will be a lack of face to face or physical signals to interpret.

There is an emerging body of literature about the considerations to do with interviews based on Skype. Whilst they facilitate a more diverse interview population at relatively cheap cost (Deakin & Wakefield, 2013:603; Bertrand & Bourdeau, 2010:70), there is disagreement on the impact on the interview. Whilst there is an impact on the reduction in non-verbal signals, the presence of a web camera can mean the interaction is comparable to a face to face interview (Janghorban, 2014:1; Sullivan, 2012:55). The ability to see the interviewee makes Skype a

more human experience and allows a better assessment of the non-verbal skills than a telephone interview but there can still be a lack of rapport with the interviewee (Deakin & Wakefield, 2013:611). This was thought to be overcome by the fact that many of the interviewees are known to me personally anyway so there already exists an element of rapport. There can also be an element of self-consciousness due to the interviewees being able to see themselves on the screen (Deakin & Wakefield, 2013:611). This might have curtailed interviews inappropriately and so needed to be checks that the interviewee was comfortable with this format or else an alternative format, such as the telephone, offered.

One of the key issues with Skype interviews is the context or location from which the two participants in the interview are participating. There is a blurring of the two locations (Bertrand & Bourdeau, 2010:72) with the participants in the interview not leaving their normal context. This was thought to actually help the interview process in the case of this research which is looking to understand the context of the students' and their personal experience of internationalisation. By allowing the respondent to remain in his/her own context they may be more relaxed, more in the mind-set of their home location and give an answer which better indicates their experience of internationalisation. Skype may actually help the social construction taking place in the research by decreasing 'the distance between public and private place' (Bertrand & Bourdeau, 2010:75). So, despite the decrease in non-verbal information, Skype interviews may provide data which is more embedded in the context of the individual as he/she can remain in their current location.

The overall approach to data collection allowed for multiple data collection points and so counters one of the common criticisms of research into international students which usually focuses on a single data collection point (Ujitani & Volet, 2008:281). Multiple stages of data collection were chosen to allow for new codes to be identified in the questionnaires and explored in the subsequent interviews to show changes in opinions and to try and understand the impact of the initiative over time. The selection of the research data collection tools also allowed a degree of flexibility, as encouraged by Mason (1996:5) and Robson (2002:163).

This mixed methods approach fits with the model of an iterative approach to research which fits with the methodology.

There are particular concerns associated with using questionnaires and interviews as data sources. These include the fallibility of memories and honesty of respondents, risk of low-response rate, ambiguities in the questionnaire and inadvertently guiding the respondents to reply in a certain way (Robson, 2002:233). Whilst the fallibility of memories might be significant for historical narratives, part of the aim of this research is to understand the lasting experience of the initiative which may have changed over time. If motivations have been misremembered this could be indicative of a shift in the understandings and experiences of the respondents. Issues to do with ambiguities in the questionnaire and its questions will be countered by other readers proofing and critiquing the questions and interview outline.

4.4 Ethics

As the research is examining social phenomena, sensitivity in data handling is required and ethics informed the entire research process. Respondents needed to be clear about what information was being collected and how it was to be used as this could also impact upon the responses they gave. Care was also needed that any emerging hypotheses did not influence the questioning or the replies before all the information had been collected, particularly given the discussion on bias earlier in this chapter.

Given that this is research involving students, there are a number of ethical considerations which needed to be considered and data protection issues which needed to be addressed in order for the research to ensure that it is compliant. Many of the more complex research ethics guidelines do not apply to this work as the research is not of an 'offensive, distressing or deeply personal nature' (Roehampton, 2010:11).

According to the key guidelines for educational research available in 2006 when planning the data collection (BERA, 2004), consent needs to be voluntary and informed, with details about

why an individual's participation is required and for what audience (BERA, 2004:6), sought in advance (Roehampton, 2010:12; BERA, 2004:6) with clear instructions on the right to withdraw and how to do so (BERA, 2004:6) and this has to be done without prejudicing the research objectives (Roehampton, 2010:11). No financial incentives were paid to the respondents in the research and a consent form was either completed in advance for email questionnaires or orally over the telephone. This consent form had been carefully drafted to cover the above points (see appendix 2). In the case of telephone and Skype interviews, consent was sought orally at the start of the interview in line with good practice for online interviews (Sullivan, 2012:59).

One of the key issues was anonymity (Roehampton, 2010:11; Roehampton, 2009:1; BERA, 2004:8). Respondents were informed of their right to anonymity. To ensure this at the data analysis stage, the data provided was split and securely stored in two files. The first containing the student's name and confidential contact details along with a unique identifier number based on the cohort of students and the order in which they respond to the questionnaire. A second file was created with the question replies, transcripts and personal data including nationality, gender and age where the respondent is only identified by the unique number. Each student was allocated initials randomly for identification purposes in the thesis.

This anonymity is further complicated by the fact that the research involves former students & staff (Roehampton, 2010:12). As all the respondents are now alumni, any concerns over influencing degree awards could be dismissed but students were reminded in the respondent consent letter that participation was voluntary. As a courtesy students will be debriefed following the completion of the research by means of an executive summary of the final thesis (BERA, 2004:10) and the technology employed was designed so as not to be a burden for the respondents (BERA, 2004:8).

The procedures to deal with respondent anonymity also assisted with some of the data protection issues which included structuring files, storing them securely and ensuring

confidentially (Roehampton, 2009:1). Files will be created both electronically and, when necessary, in hard copy in an ordered format in a secure location. Recordings of interviews will, likewise, be stored electronically in secure folders. To ensure personal data is accurate and, where necessary, kept up to date (Roehampton, 2009:2), respondents will be asked to confirm their details at each questionnaire and interview.

The final ethical and data protection issue is to do with data retention which must be for only as long as necessary but at least 10 years after last use or publication (Roehampton, 2010:23; Roehampton, 2009:2). Thus, data kept will be reviewed annually to check it is still required under these clauses and respondents will be informed that data may be held for quite a number of years in order to be compliant.

4.5 Concluding Comments

The selection of the methodology and methods are identified as being appropriate to enable investigation of the topic and to support and enable the aims of the research. The selection was based on the previous research and preliminary analysis presented in Chapters 2 and 3. This was also thought to provide data to explore Social Capital and Soft Power. Research which involves policy, such as this, should be aware of the context (Pawson, 2001:8) and, discussed in Chapters 2 and 3, the research touches on a number of different contexts including that of the HEIs, the students and the wider EU. This research was not looking to identify, for example, a change in the earnings or academic growth of students where a more quantitative set of methods would be better suited. For these reasons, a quantitative analysis would not be the best way to answer the research question and instead methods of collection and analysis which provided rich, narrative-based data were preferred.

The methods were selected based on the aims of the research and the research questions. The mixed methods of documentary analysis, questionnaires and interviews were selected to allow a variety of different perspectives. The next chapter will critically explore the extent to

which these decisions were valid and appropriate in reality as well as discussing if they delivered the intended data.

Chapter 5: The Process of Data Collection & Analysis

5.1 Introduction

This chapter will critically explore the data collection and analysis processes. The reasons for the selection of the methods for collection and analysis were discussed in Chapter 4, along with some of their particular strengths and weaknesses identified in the literature. This chapter will build on Chapter 4 to identify the strengths and weaknesses in the data collected as well as the suitability of the methods to answer the research question.

As discussed in Chapter 4, in order to answer the research question, the data needed to be rich and largely narrative based so that complex themes of internationalisation and Europe could be explored in the context of the development of relationships shown in Social Capital and Soft Power theories. This chapter discusses the extent to which the methods selected produced such data, the validity of the data collected, any problems encountered and reflections on the processes used for each of the data sets. Given that data was collected in three different ways, each process will be discussed separately: firstly, the documentary analysis will be examined, followed by a discussion about how the questionnaires were developed through 2 pilot stages and, building on these pilots, the processes for the final questionnaires will be critically reviewed. Finally, the interview process will be critically explored. In each case the process of the data collection will be examined and then the process by which the data was analysed will be assessed. At each stage, the process and analysis will be reviewed in the light of the critical discussion about methodology and method selection presented in Chapter 4 as well as the decisions taken in selecting the methods. At the end, some general conclusions will be drawn, including presenting the codes and categories for the documentary analysis and interviews which will be used as the structure for the data presentation in Chapter 6.

The structure of this chapter also reflects the chronological development of the research. The three data sets were collected starting with the documentary analysis, before moving on to

the questionnaires and finally the interviews. Each data set fed into the development of the research and each new data set shaped the collection of the next one, as is normal with an iterative research style. The data from the documentary analysis, the questionnaires and the interviews were all subjected to analysis using Grounded Theory. As discussed in Chapter 4, a Grounded Theory approach was used for the data analysis process though not used for theory development. In this way, at each stage the data was coded and the codes arranged into categories to identify patterns, trends or, indeed, minority opinions, in line with a Grounded Theory approach (Strauss, 1987:23). For each new data set, the codes and categories already identified shaped the search for codes in the later data sets. For example, *skills* and *outcomes for international cooperation* are identified as codes in the documentary analysis. Consequently, during the coding process of the questionnaires, attention was paid to see if the codes *skills* and *outcomes for international cooperation* could also be identified in the questionnaire responses. Each stage of the research informed the next and this chapter will explore that process in the context of the theoretical and methodological positions adopted in Chapters 2 to 4.

5.2 Documentary Analysis

This analysis of the policy documents and legislation which led to the creation of the Erasmus Mundus initiative was undertaken early in the research process in order to assist with the development of the questionnaires and start to understand some of the context surrounding the Erasmus Mundus initiative. The documents analysed were the European Commission's proposals for the Erasmus Mundus initiative in 2002 and 2007 (Commission of the European Communities, 2002; Commission of the European Communities, 2007) and the European Parliament's legislation establishing the legal framework for the initiative in 2003 and 2008 (European Parliament, 2003; European Parliament, 2008). The documents selected were available on the internet or through online archives of European legislation and included the documents for the two phases of the Erasmus Mundus initiative in the period 2004-9 which is covered by this research. These documents were selected as they demonstrate the thinking and discussions behind the Erasmus Mundus initiative, as it went through 2 phases of the

initiative in the time frame covered by this research and both phases affected the implementation of the research and its students.

A documentary analysis was undertaken in order to answer the first sub-question about the approaches to internationalisation the policy writers and legislators at the EU were drawing on in the design of the Erasmus Mundus initiative. The analysis was informed by the approaches to internationalisation identified in Chapter 3. These approaches to internationalisation included the economic (e.g. Hughes, 2008), the cross-cultural (e.g. Middlehurst & Woodfield, 2007), the relational (e.g. Crossman & Clarke, 2009) and the educational (e.g. Welch, 2006). The approach to internationalisation in the Erasmus Mundus initiative policy documents could be drawing on elements of all of these approaches so when coding the documents, words relating to each of those themes were highlighted. Given that each approach to internationalisation does not exist on its own then sections from the Erasmus Mundus initiative's documents could be drawing on more than one approach at the same time. In particular, the analysis was influenced by the theoretical framework of Social Capital, defined in Chapter 2 as 'social networks and the norms of reciprocity associated with them' (Putnam, 2002). Therefore, the analysis was influenced by looking for evidence of the development of networks, be they related to the economic, relational, cross-cultural, educational or any other approach to internationalisation.

The approach to the documentary analysis was also informed by the European Policy Context discussed in Chapter 2. In particular, the analysis aimed to identify both explicit references to the Lisbon Agenda and Bologna Process as well as these policies' more subtle influences. In the case of the Lisbon Agenda, references to, inter alia, skills and employability were sought for whilst for the Bologna Process references to European Harmonisation and degree reform were searched for in order to provide evidence of these EU policies. As suggested in Chapter 2, in the examination of the policy context within which the Erasmus Mundus initiative was created, the theory of Soft Power (Nye, 2005) was identified as being significant in the design of the initiative and therefore the approach to the documentary analysis was influenced by this

theory. Soft Power relies on the idea that persuasion and influence can be gained not through the hard power of military or legislative methods but instead through aid, cultural influence or involving students in common initiatives (Nye, 2005). When coding the documents, references to influencing change in other countries were, therefore, sought.

Finally, the documentary analysis employed a Grounded Theory approach. Codes were created through a systematic method using all the data collected (Glaser & Strauss, 1967:5). The documents were subjected to a two phase coding, as described by Robson:

First-level coding is concerned with attaching labels to groups of words. Second-level or pattern coding groups the initial codes into a smaller number of themes or patterns (Robson, 2002:477).

With the approaches to internationalisation and theories of Soft Power and Social Capital in mind, the documents were coded or assigned labels and a variety of key codes were identified including the aims for the initiative, cooperation with third countries, needs of HEIs, skills & knowledge, European, cross-culture etc., all of which will be used in the later stages of the data collection (see Appendix 5). These codes were then summarised into a groups of codes which have been labelled as categories where similarities were identified between the codes. This method follows the Grounded Theory approach of identifying codes and then coding a second time using axial coding to fill the categories (Strauss, 1987:30).

The codes identified in the first coding were: *Aims for Initiative*, *Expected Outputs*, *Needs/Problems for EU Higher Education Institutions*, *European*, *Student Experience*, *Skills & Knowledge*, *Cross-cultural*, *Co-operation with 3rd Countries* and *Internationalisation*. Each of these codes related back to the literature used to define the approach used in the analysis. The codes *Cross-Cultural*, *Co-operation* and *Internationalisation* were identified as potential approaches to the coding from the literature on internationalisation and Social Capital. The codes *Needs/Problems for EU Higher Education* and *Student Experience* related to issues identified in the Bologna Process and the code *Skills and Knowledge* relates to the issues identified in the Lisbon Agenda. The codes *Aims for Initiative* and *Expected Outputs* were intended to answer the research question about the intended influence of the Erasmus

Mundus initiative as well as the sub-question about which approaches to internationalisation of were being drawn on in the policy documents. Each of these categories was highlighted in the documents and noted so that patterns and comparisons could be identified. An example of this can be seen in Appendix 5.

As mentioned above and discussed in Chapter 4, the process of data analysis described has similarities with Grounded Theory apart from the fact that the aim is not to produce theory but to provide a rigorous data analysis framework. This thematic approach to coding was selected as an appropriate tool for analysis for the entire project as it allowed data from all three data sets to be analysed systematically and for codes identified in the early analysis to feed into the later analysis cycles.

The codes *Aims for Initiative* and *Expected Outputs* were informed by both the internationalisation and policy literature but ended up being too broad. On revisiting the list of categories it was clear that there was overlap between some of the categories which had been identified and that it would be possible to bring codes together in a second phase of coding to create over-arching categories.

By tabulating the categories, parallels were identified with other elements of the data collection. It was necessary to take care so that categories were properly identified and used. The categories which were created needed to be developed gradually and sensitively from the data collected. Strauss (1987) suggests finding a single code which all codes related to and that this can be then saturated or merged with other, similar codes (Strauss, 1987:32). This process led to a collection of summative categories joining together several similar codes and therefore:

By comparing where the facts are similar or different, we can generate properties of categories that increase the categories' generality and explanatory power (Glaser & Strauss, 1967:24).

The creation of these general properties for each category allowed for common trends to be identified through this analysis method even though no theory was to be developed in this research.

Codes from Documentary Analysis	Categories
Aims for the Initiative	Recoded into: <ul style="list-style-type: none"> • European Higher Education Harmonisation • Skills Agenda and Knowledge Economy • Third Country co-operation and international development
Expected Outputs	
Needs/Problems for EU Higher Education	European Higher Education Harmonisation
Institutions	
European	
Student Experience	Skills Agenda and Knowledge Economy
Skills & Knowledge	
Cross-cultural	
Co-operation with 3 rd Countries	Third Country co-operation and international development
Internationalisation	

Table 1: Codes and Categories from Coding of Erasmus Mundus initiative's Documents.

Having reviewed the list of codes it became clear that several of the codes only had a few occurrences whilst others captured such a broad variety of data that it was not possible to draw synergies between each of the occurrences, a risk that is detailed in Glaser & Strauss (1967:105). For example, the codes *Aims for Initiative* and *Expected Outputs* had a huge variety of entries ranging from the aim to bring people together to changing practice in HE, from providing students with specific skills to improving conditions in countries outside Europe. Initiatives such as the Erasmus Mundus initiative aim to address a large collection of political and policy ambitions and, according to Pawson, this amalgamation of various ambitions can

lead to two pitfalls for the policy researcher: firstly, 'the oversimplification of programme outcomes [...and secondly] the concealment of programme contexts' (Pawson, 2001:8). In the case of the two codes on *Aims* and *Outputs*, this happened with multiple, diverse outcomes and contexts being merged into a single code. This was evidenced by the large number of and varied type of occurrences in each code. The initiative involves a large number of policy areas, as discussed in Chapter 2, including Higher Education, European HE Harmonisation and International Policy. With the initiative aiming to influence each of these policy areas, a more granular approach was required of the analysis of the *Aims and Outputs*. Therefore, examples in these codes were re-coded relative to the specific field that the aim or output was located in. So, the aims and outputs were recoded relative to which of the policy areas they were aiming to influence and three broader categories emerged: *European Higher Education Harmonisation* for European Harmonisation and HE, *Skills Agenda and Knowledge Economy* for issues relating to the Lisbon Agenda and *Third Country co-operation & international development* for international policy. These were felt to allow a better summary of the data and more possibility for discussing the data. The other codes were then revised relative to these new, broader categories.

The code *European* was found to have only been used in relation to HE reforms rather than as a distinct vision for the initiative as had been anticipated from the literature, as presented in Chapter 2. The items coded in *European* were therefore identified as being similar to the data in the code *Needs/Problems for EU HEIs*. Thus, it was possible to bring the data in these codes together to form a single category which was labelled *European Higher Education Harmonisation* as this was felt to reflect the contents of the two codes. Such reflection on the codes being used to analyse the data complies with Silverman's (2005) process relating to Grounded Theory. He states that once codes are first developed then they should be saturated with data from other categories (Silverman, 2005:179). By merging the various codes identified in the first coding of the Erasmus Mundus initiative's documents, the second coding process meant that the broader categories were saturated with multiple examples from

various codes which made patterns more obvious. By working through the data multiple times, the coding process improved and allowed for better analysis of the documents.

The next collection of codes that were identified on a first reading of the policy and legal documents establishing the Erasmus Mundus initiative were around *Co-operation with third countries* and *internationalisation*. Again, these areas were identified as potentially significant from the literature review and developed into codes when analysing the actual documents. The data from the coding helped identify the approach to internationalisation in the documents in order to answer the first research sub-question. The code *Co-operation with Third Countries* contained data about relationships between Europe and other countries whilst *Internationalisation* included references to the process of internationalisation within the documents. Given the synergies between these codes, they were brought together in a category *Third Country Co-operation & International Development*.

The third set of categories identified when coding the documents were *Student Experience*, *Skills & Knowledge* and *Cross-Cultural*. These categories all showed different aspects of what the student might gain from the Erasmus Mundus initiative. However, when attempting to saturate these codes (Strauss, 1987:23), it was clear that the codes selected were examples of a broader category and should remain distinct categories to show differing aspects of the approach to internationalisation. This merging of codes is reminiscent of Strauss' (1987:30) suggestion that coding needs to be based on items with a common identity. The categories could then be seen to draw together these codes together, rather than trying to merge multiple codes together. Therefore, the category *Skills Agenda & Knowledge Economy* was created to draw together the three codes about the anticipated student outcomes together as they showed elements of the Lisbon Agenda and an approach to internationalisation which is built on a more an economic approach to internationalisation. For example, items marked in the cross-cultural relations code were actually often echoed a language of skills which can be seen as showing a more economic approach (Brine, 2008:344). The categories of data from the documentary analysis were seen to draw on particular approaches to internationalisation,

as discussed in Chapters 2 and 3. Furthermore, the codes were reviewed in light of the definitions of internationalisation (e.g. Mahroum, 2008:4; Lundhl, 2007:117; Knight, 2004:11) and Soft Power (Nye, 2005) which were also discussed in Chapter 3

In summary, the initial codes from the documentary analysis were consolidated into three broader categories which can be seen in the below diagram. Firstly, *European Higher Education Harmonisation*, taken as meaning issues relating to making tertiary level education work more closely together across Europe and including issues to do with the Bologna Process, credit transfer and cooperation within Europe. The diagram below, to be more fully discussed in Chapters 6 and 7, shows that this category was felt to relate to the relational, educational and economic approaches to internationalisation. Secondly, *Skills Agenda and Knowledge Economy* which includes both the skills passed to the students during their time in Europe before their return to their home countries and also the skills of EU-based academics and students enhanced through the Erasmus Mundus initiative. Therefore, this relates to the educational, cross-cultural and economic approaches to internationalisation. The final category *Third Country co-operation and international development* includes any issues relating to any use students make of their education on their return to their home country, any references to diplomatic or economic relations and references to building bridges between countries or cultures. The diagram below relates this category to the economic, cross-cultural and relational approaches to internationalisation. Examples of items included in each code can be seen in table 5 in Appendix 5. These three codes and the items contained within them were used as a starting point for developing the questionnaires as well as providing data to answer the first research sub-question about the approaches to internationalisation used by the EU in the development of the Erasmus Mundus initiative.

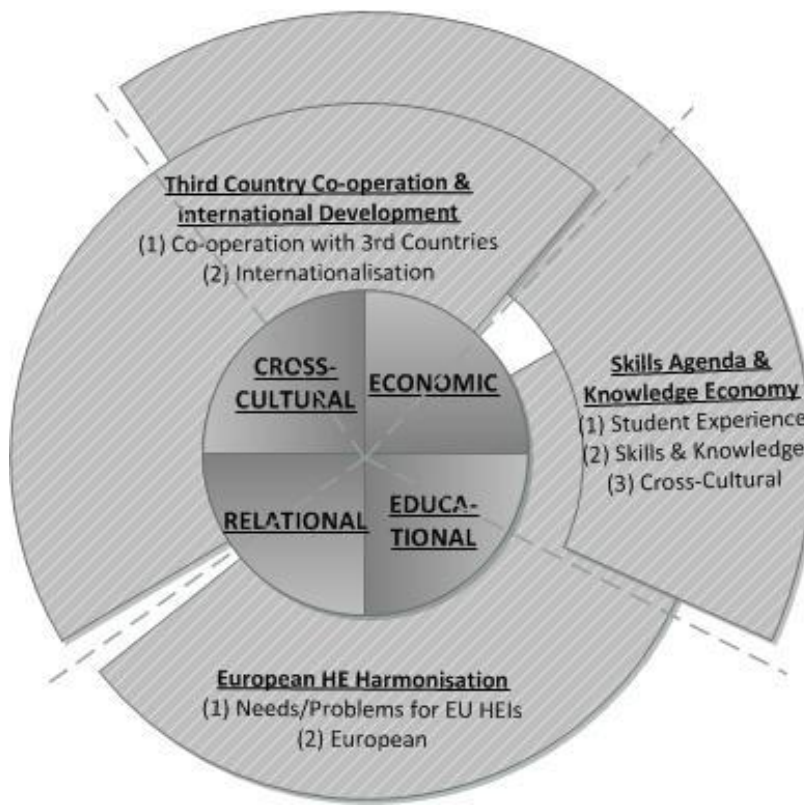


Figure 1: Summary of codes & categories from Documentary Analysis.

Key:

Dark Grey Centre: 4 Approaches to internationalisation identified in Chapters 2 & 3.

Medium Grey Outer Ring: Results from the documentary analysis. Categories are in bold & underlined with their constituent codes numbered in standard font below.

5.3 Questionnaires

Based on the categories identified in the documentary analysis, a questionnaire was developed to answer the second sub-question: what were the students' motivations, understandings of Europe and experience of internationalisation before and after participation in the initiative were, particularly in the context of the theories of Social Capital and Soft Power? As a result of the identification of the code *European Higher Education Harmonisation* in the documentary analysis and based on the literature discussion in Chapter 3, a number of question arose. Firstly, students were asked to share any perceptions of Europe both before and after participation in the initiative, the reason for choosing European HE and whether applications had been made to other universities in order to understand if the student's interest

was in Europe or in Masters level education in any country. As a result of the identification of the category of *Skills Agenda & Knowledge Economy* in the documentary analysis and the references to the Lisbon Agenda, questions were also included to understand students' motivation in terms of career development or broader issues to do with employability. In particular these questions were designed to trace skills and knowledge desired before the initiative, gained during the initiative and used post participation in the initiative. Finally, questions were included to test the third category identified in the documentary analysis: *Third Country Cooperation & International Development*. These questions were designed to explore and understand the students' European or International perspectives as exemplified by their long-term relations with Europe. As discussed in Chapter 4, given the complexity of and variety of approaches to internationalisation, questions needed to be broad enough to allow students to share their diverse views of internationalisation. Each of the questions related back to both the data analysed from the documentary analysis as well as the data needed to answer the second research sub-question.

5.3.i. Pilot Questionnaires

Two versions of the questionnaire were piloted and revised before a final version was distributed which in line with the recommendations for piloting questionnaires by Robson (2002:229). The first questionnaire was piloted with students mid-way through their Erasmus Mundus Masters course in January 2008. This questionnaire had some first drafts of questions identified from the codes on internationalisation and Europe identified above and was based on a tick box approach. The data was collected during a classroom session. The pilot questionnaire provided some initial data regarding the students' opinions about Europe and internationalisation whilst they were still students taking part in the Erasmus Mundus initiative. However, the process of using tick boxes did not provide the data required for an interpretivist methodology as there was no narrative or context provided when answering the questionnaires.

The second pilot was carried out with students starting the programme in September 2009 with the aim of determining opinions on Europe and initiative in the opening days of study. This questionnaire employed open questions so as to allow students freedom to reply without guidance and was also implemented in a classroom session. Additional questions were added to those asked during the first pilot questionnaire about personal aims for the programme and anticipated skills gained which looked to explore the findings of the documentary analysis and, in particular, the category *Skills Agenda & Knowledge Economy*.

The data from the first pilot questionnaire was analysed by inputting the data from a tick boxes into columns and adding up the totals. Given the lack of text-based responses, there was no possibility of further exploring the answers or for effective coding. The data from the second pilot questionnaire was however coded in the same way as the documentary analysis. Responses for each question were thematically coded, following the principles of Grounded Theory code and category construction with key codes identified for each answer based on the codes in the documentary analysis (Robson, 2002:355). The analysis drew on the answers provided in the tick boxes for Pilot 1, information from the documentary analysis and from the literature explored in Chapters 2 and 3. However, additional codes emerged from the analysis of the pilot questionnaires which related to personal development, the precise type of knowledge sought and the personal experience of Europe. These were fed into the final questionnaire design.

The processes of data collection and analysis of the pilot questionnaire as well as the initial results were reflected upon and fed into the design of the final questionnaire. As a result, the final questionnaire was better organised with similar questions consolidated which led to a single question on motivations, skills and Europe being included rather than multiple questions dealing with different aspects of each of those areas. In another example, a question on social or linguistic skills motivating students was misunderstood or unanswered in pilot 2 so in the final questionnaire inter-personnel and language skills were included as options in a broader question on skills.

On reflection, it became clear that the in the first pilot the use of tick boxes had been restrictive and had not allowed for students to come up with their own replies and in the second pilot students listed many answers but did not individually rank them or explain their reasoning. Therefore, the questions in the final questionnaire were re-designed to ask students to select from extensive lists including adding an open text option which respondents could tick and then input their own, unique answer. The respondents were then asked in this version to explain their tick-box selections so that questionnaire also provided some narrative data. To avoid respondents simply ticking all answers, respondents were asked to pick a single first choice and multiple secondary choices. The use of semi-structured questions was intended to provide contextual data and information about broad trends to do with the experience of internationalisation to complement the richer data from the later interviews. By providing students with exemplar responses, the intention was that they would think beyond an initial response and provide more reflective responses, so that, the data collected would provide more understanding about their answers, as described by Bryman (2008:18).

The final questionnaire was also re-designed to guide the students chronologically through their involvement with the initiative from recalled motivations to outcomes in order to help recall and memory and to prevent students reverting to the present rather than focussing on how they felt in the past. This also assisted with easier comparison between motivations and outcomes. The questionnaires drew on the themes identified in the documentary analysis through the codes that had been created during the analysis of that first data set. The questions were based around three key areas. Firstly, motivations for joining the course and the related, pre-existing understandings of Europe and internationalisation before joining the programme were discussed. Secondly, questions asked the student of the impact of the course on his/her skills as well as his/her understanding of Europe and internationalisation. Finally, some comparative data regarding age, nationality and gender was collected so that any trends in responses relating to these background details could be analysed. This was included at to the end of the questionnaire so that students focussed on the main questions

of the research. The piloted method of data analysis using spreadsheets to consolidate answers was found to be suitable for the final data collection as it produced clear data for discussion.

5.3.ii. Final Questionnaire

The final questionnaires were sent out via email in June 2010. All 113 alumni, with a range of between 1 and 4 years since completion, were sent the questionnaire at the same time. There was a two week window for respondents to reply via email. The final questionnaires used emails and word documents as these were felt to be simple, low-cost technologies which can be accessed reliably in a variety of country and technological contexts so would not limit the responses on technological grounds. The questionnaire was also distributed via email so that the respondents had time to reflect on the questions rather than feeling pressured to answer in a certain way or timeframe as in the classroom sessions used for the pilots. A reminder email was sent out to encourage further responses mid-way through the period along with a request for students to pass the questionnaire on to former colleagues if their email address had changed so that it reached the entire population. The Erasmus Mundus Alumni Association representative was also approached in order to encourage replies or at least ensure emails had been received.

Each respondent was allocated a unique identifying code for anonymity. There was a response rate of 28.3% to the questionnaire. This could be seen as being a non-acceptable response rate (Bryman, 2008:219) but the purpose of the questionnaire needs to be taken into account. Although this is at the low end of viability, the aim of the questionnaires was not to create generalisable data but to provide data for analysis which focused on 'individual actors or groups of actors and seeks to understand their perception of events' (Cohen et al., 2003:181). Therefore, the response rate can be seen as being sufficient for the purposes of this research in that it provided some broader, contextual data and helped inform the issues to be discussed in the interviews. As discussed in Chapter 4, the research as a whole was aiming to capture 'the complexity and situated-ness of behaviour' (Ibid 79). The

questionnaires were designed to provide initial data about the situations and context which could be later explored in the richer interviews. Therefore, the mixed methods approach was seen as providing data which was suitable to answer the second research sub-question. Furthermore, the questionnaires helped decide on the format of the interview and respondents to the questionnaire were asked if they were prepared to be interviewed so as to provide the fuller, richer data required by interpretivist research.

A further issue with the data collection from the final questionnaires was that some questions continued to be misunderstood either due to misinterpretation of the question or because too many boxes were ticked in some columns which invalidated the answer. For some questions the response rate was therefore as low as $n=26$. Throughout the questionnaire, only about half of the respondents answered the request for an explanation of their answers and where they did they often provided no more than a sentence or two. This meant that there was a relative lack of narrative data for coding and, as a result, there was more pressure on the interviews to provide the rich data necessary to understand real-life contexts of the research (Yin, 1994:13).

The raw data from the questionnaires was then inputted into an excel spread sheet so that it could be compared and analysed. The tick-box answers were entered into the spreadsheet so that the most popular answers could be identified and analysed (see Appendix 7) for trends. The text-based results were subjected to coding, using a grounded theory approach, similar to that used for the documentary analysis. Using a Grounded Theory approach helped to deliver the beginnings of the narrative-rich data analysis required for this research which was reflective of the respondents' context and such an approach allowed for multiple contexts to be operating at once (Silverman, 1993:31). This technique for analysis built on the codes and categories created in the documentary analysis as well as the approaches to internationalisation outlined in Chapter 3. As new codes emerged, these were added to those already created and Categories were developed when several codes were seen to have similar characteristics, as outlined in the documentary analysis.

The coding from the questionnaires revealed multiple codes which could be grouped together in a category labelled *Motivation*. These brought together reasons for joining the Erasmus Mundus initiative which related to specific knowledge about *Teacher Training, Pedagogy, Policy and Research*. Other motivations were more general about *Personal Development* and *Certify Own Knowledge/Gain Degree*. The final motivation was about the impact the Erasmus Mundus initiative experience might have to *Improve SEN Children's Lives*. The frequency and precise examples of the codes in this category will be explored in Chapter 6.

There were some examples of when the respondents reflected on their experience of EU HEIs. These in particular related to whether they saw the *UK Higher Education* as being a particular motivator and distinct from the rest of Europe or whether they saw a *Common University Culture* across the continent. This was due to questions on experience and related to the category which emerged from the documentary analysis on *European HE Harmonisation*. These data items were brought together in the category *Europe* and were identified as distinct from the other elements to do with experience. Codes about *Shared Academic Knowledge with Colleagues* and *Experience – limited time in schools/real practice* were felt to be less about the experience of internationalisation or Europe and more about the student *Experience* and so were brought together in a distinct category to *Europe*. There will be a discussion in Chapter 7 about whether the student experience was perceived to be distinctly European but during the coding process it was it was not possible to merge or saturate codes and categories as there was not sufficient commonality (Strauss, 1987:23).

In the case of the responses about what students had done since they had completed the initiative, there was a problem with trying to bring the diverse outcome codes together into a single category. A broad set of data in certain codes makes it hard to draw synergies between each of the occurrences (Glaser & Strauss, 1967:105). However, two broad trends could be seen to split the outcome codes in to two distinct categories. The first was the outcomes which related to the individual. These included *Further Study, Return to Job, Academic Skills, SEN*

Theory, Change in Career/Direction, Communication Skills and *IT Skills*. All these were discussed by students in terms of what they had meant to them individually and so were brought together in a category *Individual Outcomes*. The second group of outcomes related to how the students had used the knowledge or experience with other people. Codes included when students continued *Networking/exchange of knowledge, Use in Classrooms* where the individual described how the initiative changed the experience of students in his/her classroom and *Disseminate Learning* where the individual had pro-actively shared the knowledge gained from his/her studies. These were brought together as a category *Wider Community Outcomes*. In this way, by not building too broader categories, synergies between data items could be found.

The table below summarises how the various codes came together to form categories which helps to answer the second research sub-question about the experience of internationalisation of the Erasmus Mundus initiative's students. This table shows how the questionnaires and the analysis process helped identify broad trends in the data to answer this question. These categories could then be used in the interviews to more fully understand the contexts and construction of the world for the respondents to the research.

Codes from Questionnaires	Categories
Personal Development	Motivation
Certify Own Knowledge/Gain Degree	
Improve SEN Children's lives	
Teacher Training Knowledge	
Research Skills	
Pedagogy Knowledge	
Policy Knowledge	
Common University Culture	Europe
UK Dominance in Higher Ed	
Further Study	Outcomes – Individual

Return to Job	
Academic Skills	
SEN Theory	
Change in Career/Direction	
Communication Skills	
Shared Academic Knowledge with Colleagues	Experience
Experience – limited time in schools/real practice.	
Networking as in exchange of knowledge rather than friendship	Outcomes – Wider Community
Use in Classroom	
Disseminate Learning	

Table 2: Codes and Categories from Coding of Questionnaires.

In conclusion, the data collection for the questionnaires improved following the piloting process and broad trends could be identified from the questionnaires, as was intended from the design. The analysis process was gradually refined through the pilot questionnaires, creating a list of codes which could be used and added to during the final questionnaire analysis and interviews. The respondents to the questionnaires were then approached to become interviewees, with the interview design improved by their responses from the questionnaires.

Furthermore, a relationship between the data collected from the documentary analysis and the questionnaires was also identified which can be seen in the below diagram. The link between the data sets and the approaches to internationalisation discussed in Chapters 2 and 3 could be seen. This had emerged as the data was coded so as to answer the second research sub-question about the approaches to internationalisation which the students experienced.

The category *Motivations* had many similar items to do with skills and knowledge which was informed by the *Skills Agenda & Knowledge Economy* category from the documentary

analysis. Both categories draw on the cross-cultural, economic and educational approaches to internationalisation with their particular view of education. However, the inclusion of the code *Improve SEN Children's Lives* in the category *Motivations*, also shows that there is an *International Development* element to the motivations and hence the links to this category, too, from the data analysis is shown in the below diagram.

The category *Third Country Co-operation & International Development* from the documentary analysis could be also seen in the *Wider Community Outcomes* category in the questionnaires data. This latter category included some data showing where development had taken place by the respondents in their home country, particularly drawing on the educational, relational and cross-cultural approaches to internationalisation seen in the documents.

The *Individual Outcomes* in the questionnaires listed similar skills to those identified in the *Skills Agenda & Knowledge Economy* category in the documentary analysis. In Chapter 7, the data will be explored to see how far this shows an economic and educational approach to internationalisation was evident, as suggested in the diagram below. Finally, the *Experience* and *Europe* categories seem to be about relationships and cross-cultural dialogue and hence the below diagram maps these categories from the questionnaires as relating to those approaches to internationalisation. Again these elements of the diagram below and the potential relationships will be discussed in Chapter 7 after the data has been presented in the Chapter 6.

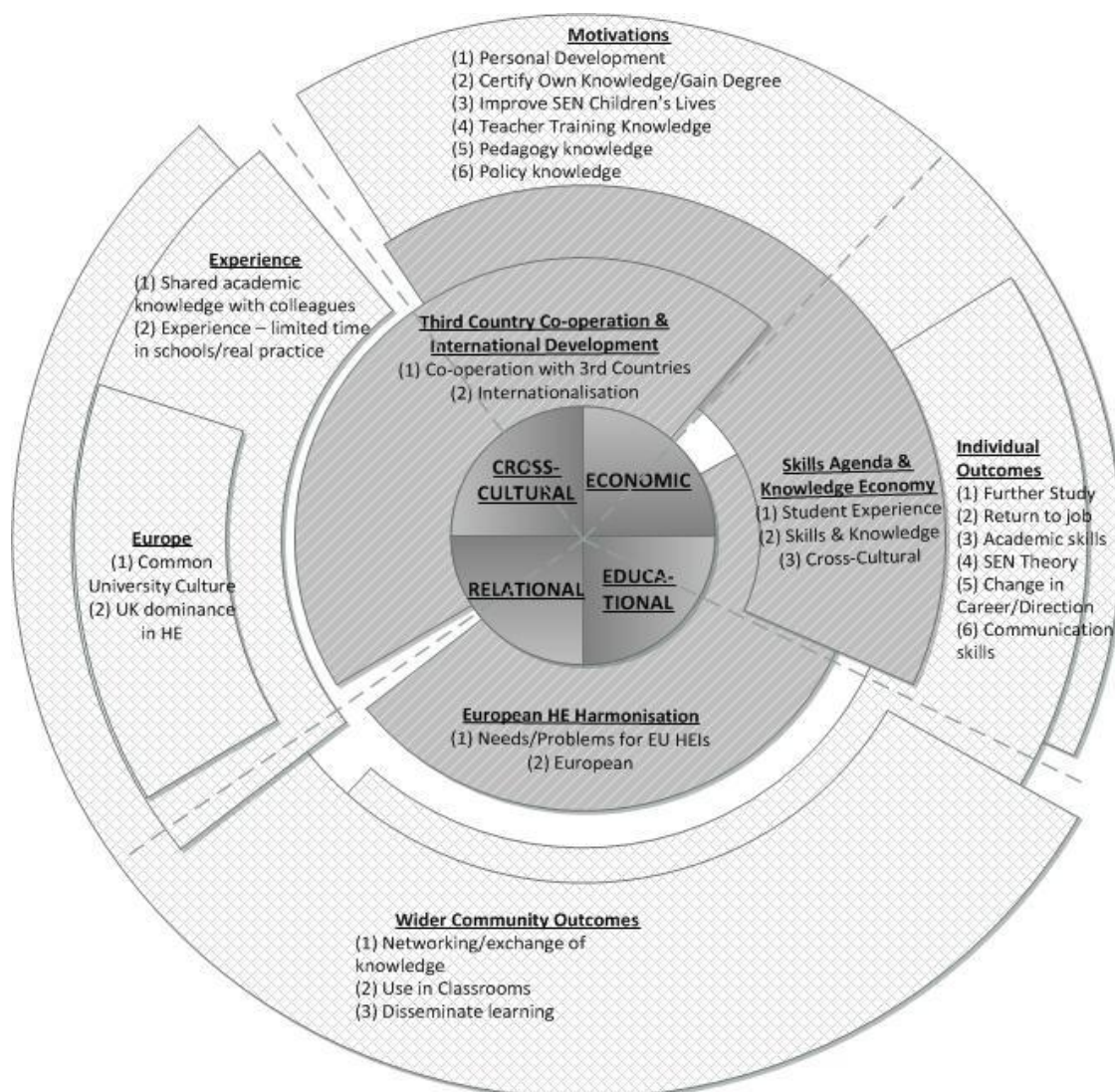


Figure 2: Summary of codes & categories from Questionnaires and Documentary Analysis.

Key:

Dark Grey Centre: 4 Approaches to internationalisation identified in Chapters 2 & 3.

Medium Grey Middle Ring: Results from the documentary analysis. Categories are in bold & underlined with their constituent codes numbered in standard font below.

Cross-hatched Outer Ring: Results from the questionnaires. Categories are in bold & underlined with their constituent codes numbered in standard font below.

5.4 Interviews

As discussed in Chapter 4, the interviews were selected to provide a more conversational data collection method which could explore more carefully and fully the nuances of the changing influences of the initiative on students' motivations, understandings of Europe and perceptions of internationalisation. The aim of the interviews was to provide the rich data required for interpretivist and social constructionist research, building on the more contextual data from the questionnaires. Interviews were considered to be as a good way to explore how the Erasmus Mundus initiative's students constructed internationalisation. In turn, the research examined how this related to Soft Power and Social Capital in relation to the Erasmus Mundus initiative, as asked in the research's second sub-question.

The interviews were semi-structured interviews with students/alumni from each of the five cohorts. All of the 48 questionnaire respondents were approached to see if they would be interested and available to take part in an interview and 26 agreed. This is slightly in excess of the 15-20 interviewees thought to be needed in research of this sort given the 'resources available for the investigation and a law of diminishing returns' (Kvale, 2007:44). The interviews had pre-determined questions, copying the format of the questionnaires and were asked in the same order each time. The questions were asked in the same order in each interview (see Appendix 4). Each interviewee was asked to confirm that they understood the ethical framework and told of the format of the interview. The interview was divided into two sections with the first looking at the students' motivations and understanding of Europe/the world before the student joined the Erasmus Mundus Masters course and the second looking at the changes in the students' every-day life plus their understanding of Europe and perceptions of internationalisation following the initiative. Although the same preliminary question was asked, supplementary and follow-on questions were asked in order to clarify the question, get further details or to further explore a reply which was envisaged in the research methods selection and a common technique (e.g. Robson, 2002:27). The core structure was deliberately very similar to the questionnaires to allow comparison during the analysis.

The interviews were semi-structured and took place via telephone or using web-conferencing tools between 25 February 2013 and 17 March 2013. 23 interviews took place with representatives from each of the five cohorts, representing 20.4% of the total respondents from the Erasmus Mundus Masters course selected for the research. The interviews lasted 30-40 minutes via Skype so the respondent could be seen on screen and via telephone. Using Skype and the telephone interviews was a low-cost, fairly universal technology although the lack of face to face contact has particular consequences for the data collected. Interviews were then transcribed and then analysed using the same Grounded Theory approach to analysis as used for the document analysis and questionnaires. The data was then be put into excel so averages and basic patterns could be identified. This data collection provided a substantial body of material covering multiple areas relating to the sub-question which could provide insight into the experience of internationalisation for the respondents.

As discussed in Chapter 4, during the data collection, the process and structure of the interviewee should be:

Knowledgeable, structuring, clear (poses clear, simple, easy and short questions ...), gentle, sensitive, open, steering (knows what he or she wants to find out ...), critical, remembering and interpreting (Kvale, 2007:81).

Kvale highlights two types of issue facing the interviewer: firstly, relating to the questions they ask and, secondly, relating to how the questions are asked. These factors and Kvale's analysis were used to inform the data collection process. The analysis of the interviews was informed by the codes and categories created during the documentary analysis and analysis of the questionnaire data.

One of the issues regarding the data collection posed by Kvale is the need to be 'gentle, sensitive, open' (Kvale, 2007:81). The use of poor telephone or web-based connections sometimes led to both interviewer and interviewee having to repeat themselves in order to be heard or the interviewer asking a new question during a pause when in fact the interviewee was still reflecting on his/her answer. This made the interview process quite challenging in

some cases so care was taken not to offend, stress or over tire the respondent, as outlined in the ethical process outlined in Chapter 4 for this project.

Although Skype interviews meant that a wider population took part in the research, it did pose some particular issues with the data collection. As anticipated, being able to see the interviewee made non-verbal communication possible (Janghorban, 2014:1; Sullivan, 2012:55) though this was limited by how much of the body of the other party could be seen in a way not anticipated in the literature. For example, in some interviews the camera shot showed just the students' face being viewable which meant that the body language could not be seen. In other interviews, the students were sitting some distance from the camera so facial expressions were not quite as easy to make out. In some cases, the camera element was not available and it was more like a telephone interview. This may have been due to the other participant felt uncomfortable with seeing themselves on the camera (Deakin & Wakefield, 2013:611). Such a variety of non-verbal communication across the interviews makes it hard to draw any conclusions from what was seen but those interviews where a clear shot of the face was available were often the most successful and it was easier to build up a relationship with the interviewee.

What was particularly interesting was the issue of context and location in the interviews. One interviewee was in a staff room at work, several interviewees were in their offices at work and the majority of the interviewees were at home. Deakin & Wakefield (2013:609) point out that such a variety of locations can be distracting and lead to a poorer interview. However, this was not an issue for this research as care was taken in arranging a specific time so that there were no interruptions in any of the interviews. Indeed, Skype made the interview experience very personal and felt like the interviewees were inviting me into their lives at home. In many ways this blurring of locations (Bertrand & Bourdeau, 2010:72) led to a more a relaxed feel to the interviews. At times, the respondents expressed how far away from Europe and the Erasmus Mundus initiative they currently felt, in part due to the fact they were looking in to Europe via the webcam. Therefore it could be said that by using Skype, the interviewees'

contexts were more apparent. This would not have been the case had the interview taken place face to face. Due to the interview taking place in the interviewee's location, any reflections on Europe were taking place in the respondents' current mental and physical location; the interviewee was not removed into a new, neutral space but rather any responses were given in their current context. So despite the issues with technology and fewer non-verbal signals, the use of Skype to meet respondents in their context can be seen in some ways to have strengthened the data collection during the interviews.

It was important not to guide the answers of the former students (Kvale, 2007:81) whilst still ensuring appropriate data was collected by, as Kvale puts it 'steering (knows what he or she wants to find out)' (Kvale, 2007:81). At times this meant pretending to be naïve (Kvale, 2007:12) in order to be able to ask the students to explain their answers in more detail. This was particularly the case when asking students to explore more fully the particular types of knowledge or skills they had acquired such as research, pedagogical or policy knowledge as asking the interviewee to consider a particular set of skills or knowledge area could be seen as guiding them to a set of answers that was not part of his/her world view. However, given that the interview structure had been informed by the codes identified in the questionnaires, then the interviewee had previously indicated which were the significant areas in his/her experience of internationalisation and the interview was further drawing this out further rather than suggesting new answers.

The final area to be discussed in this analysis of the data collection and the interviews concerns the need for interviewers to be 'critical, remembering and interpreting' (Kvale, 2007:81). In particular, there was a need to listen carefully to responses to ensure that questions were answered rather than turning to generalities and that the intended question was answered rather than a misunderstood version. This led to some repetition and reframing of questions because there were different understandings of key terms or issues due to the variety of cultural contexts so some terms had to be translated or explained to facilitate the interview. Also, due in part to my own role in the programme, there was a fear that former

students were perhaps being very positive about the initiative because participants in interviews 'may, more or less deliberately, tell what they believe the interviewer wants to hear' (Kvale, 2007:14). It was difficult to alleviate this concern other than by questioning the responses and account for this potential bias in the respondents' answers during the analysis of the data collected. In addition, at the end of the interview, the interviewees were asked if there was anything they wanted to add so that there was a section where there was no pre-determined agenda. It was important to remain critical and analytical throughout the process of the data collection so that the data produced answered the research sub-questions.

Following the data collection, the interviews were professionally transcribed. The transcriptions were then checked for accuracy and to ensure familiarity with the data before it was analysed. This led to an in depth knowledge of the data set and confidence in the accuracy of the transcripts which assisted with the coding. Each interview transcript was then coded (Glaser & Strauss, 1967). As with the documentary analysis, codes were not reduced to 'summaries of what has just been said' (Strauss, 1987:30). A list was developed (see Appendix 9) from the codes in the interviews which, as mentioned, above were informed by the codes identified in the documentary analysis and the interviews.

The coding process started with the codes identified during the analysis of the questionnaires. The same categories and codes were used as the starting point for the analysis. However, new items and codes were identified as the analysis process progressed. In line with Glaser & Strauss' recommendations (1967:112), the previous data was not recoded after the creation of a new code but it was consistently used for all data analysed from that point forward. Therefore, the interviews identified various new motivations including a *Desire to Travel* and *Previous Travel, Studies or Networks* which had meant a previous experience of internationalisation before the Erasmus Mundus initiative. These codes were added to the *Motivation* category despite not having been identified in the questionnaires.

In a similar fashion, the *experience* category was added to with examples of a negative experience in particular emerging from the interviews. This include items coded as a *Culture Clash* between students, the *Need for More Developing Countries* represented in the cohort and, finally, a code with items where the Erasmus Mundus initiative had challenged students' world view were coded under *Individually challenged world view*.

The interviews explored the experience of Europe more fully, an issue which had only been lightly touched on in the questionnaires. Two codes were created with examples of when students saw the differences between EU countries, coded as *EU Separate Countries*, and when they saw a *Common EU Culture*. One element which respondents highlighted was a lack of multiculturalism in some countries the students travelled to including the Netherlands and Czech Republic. It was not clear if this was indicative of Europe having a common culture or distinct countries so the discussions on multiculturalism were coded separately as *Lack of Multiculturalism*.

When looking at the outcomes from the initiative, further examples were added to the category *Wider Community Outcomes*. In particular, some examples of *Projects/Collaborations between* former students emerged which were grouped in a new code. Also, there were examples of when a respondent felt more negatively about his/her home community which was coded under *Negative view of home country*. When this change in view had not impacted upon the home community then it was coded in *Individual Change in outlook/cultural awareness* and in the category *Individual Outcomes*. This was used when there was no stated change in relationships with the home context. Finally, a new code called *Personal Relationships* was created. This was seen as being distinct from *Networking/exchange of knowledge* which fell into the category *Wider Community Outcomes* as these items were about personal exchanges and friendships rather than being about wider benefit. Therefore *Personal Friendships* was included in *Individual Outcomes*.

Following this first coding, a similar process was followed to analysing the data collection from the documentary analysis and various codes were grouped together into categories, as illustrated in the below table.

Codes from Interview Analysis	Category
Personal Development	Motivation
Certify Own Knowledge/Gain Degree	
Desire to Travel	
Previous Travel	
Previous Studies	
Previous Network	
Improve SEN Children's lives	
Teacher Training Knowledge	
Research Skills	
Pedagogy Knowledge	
Policy Knowledge	
EU Separate Countries	Europe
Common EU Culture	
Common University Culture	
UK Dominance in Higher Ed	
Lack of Multiculturalism	
Further Study	Outcomes – Individual
Return to Job	
Academic Skills	
SEN Theory	
Change in Career/Direction	
Communication Skills	
Personal Friendships	
Individual Change in Outlook/ Cultural Awareness	

IT Skills	
Networking as in exchange of knowledge rather than friendship	Outcomes – Wider Community
Project/Collaboration	
Use in Classroom	
Disseminate Learning	
Negative View of Home Country	
Shared Academic Knowledge with Colleagues	Experience
Cultural Clash	
Need more developing Countries	
Individuality Challenged in World Views	
Experience – limited time in schools/real practice.	

Table 3: Codes and Categories from Coding of Interviews.

As can be seen, the five categories which were identified during the analysis of the questionnaires were added to following the interviews. Extra examples and codes were included in the *Motivation*, *Europe*, *Individual Outcomes*, *Wider Community Outcomes* and *Experience* categories. The diagram below shows the new codes added to each of these categories. The categories and codes will be more fully explored in Chapters 6 and 7 but a summary is included below. These categories and codes were linked in a similar way to the previous data sets and the approaches to internationalisation. The diagram below shows the final relationship between the categories and the approaches to internationalisation. Each of the five categories from the questionnaires/interviews and three categories from the documentary analysis relates to two or more of the approaches to internationalisation. This inter-play of multiple approaches to internationalisation will be discussed in Chapter 6 and in Chapter 7.

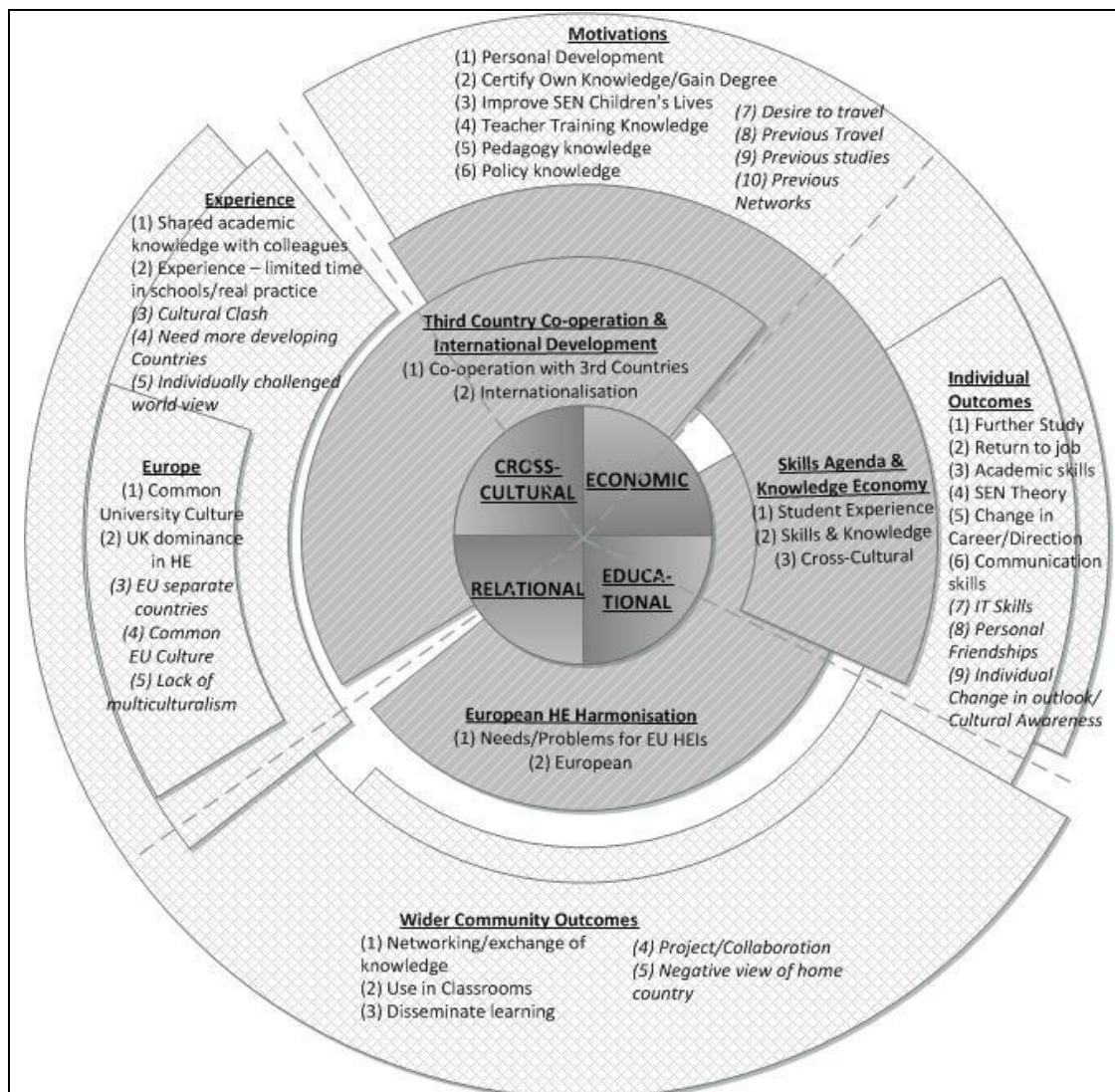


Figure 3: Summary of codes & categories from Questionnaires, Interviews and Documentary Analysis.

Key:

Dark Grey Centre: 4 Approaches to internationalisation identified in Chapters 2 & 3.

Medium Grey Middle Ring: Results from the documentary analysis. Categories are in bold & underlined with their constituent codes numbered in standard font below.

Cross-hatched Outer Ring: Results from the questionnaires and interviews. Categories are in bold & underlined with their constituent codes numbered in standard font for codes from the interviews and in italics for additional codes from the interviews below.

5.5 **Concluding Comments**

The data collection revolved around multiple points of collection from a variety of sources: documents relating to the establishment of the Erasmus Mundus initiative, questionnaires for broader data from the former student population and detailed interviews for more detailed discussions with the former students. The data collection from the questionnaires was affected by a rather low response rate but there were sufficient respondents who could be approached to participate in the interviews. The questionnaires did provide some contextual data which was part of the reason for the use of mixed methods in this interpretivist research. In general, there were issues in both the questionnaires and interviews to do with understanding about the questions being asked. However, through a process of reflection via pilots, the final data collect does discuss issues to do with internationalisation and Europe in order to provide an answer to the research question.

With each data set informing the next stage, an understanding of the experience of internationalisation for the students emerged with grounded theory allowing for new themes to emerge during the research. The documentary analysis employed a double coding process which helped create an initial set of codes which were then grouped together into categories. The data analysis from the interviews was informed by the analysis and identification of codes from the questionnaires. The aim throughout the research and the analysis was not to collect data or provide analysis which was generalizable but rather to produce data and analysis that revealed more understanding of the central themes of this research (Bryman, 2008:15), in particular internationalisation.

The categories identified in the interviews will be used to structure the data presentation. The data collected provides an insight into the approaches to internationalisation and the experience of students in the Erasmus Mundus initiative, as questioned in the first two research questions. The data collected to answer these sub-questions helps provide an answer to the final sub-question about the impact of the Erasmus Mundus initiative on the students. However, improvements to this process will be discussed more fully in Chapter 8.

Chapter 6: Data Presentation

6.1 Introduction

Section 5.5 of Chapter 5 ended with a diagram showing the categories and the codes created during the data collection and analysis process. This chapter will present the data from each of the data sets in relation to the research sub-questions, drawing on the data summarised in that diagram. The first section will present the data collected from the documentary analysis in order to understand the approaches to internationalisation drawn on by the EU in the design of the Erasmus Mundus initiative, as stated in the first research sub-question. This will be structured around the three categories of outcomes identified during the documentary analysis: *Skills Agenda & Knowledge Economy*, *European HE Harmonisation* and *Third Country Co-operation & International Development*. The second section will bring together the data from the questionnaires and interviews which answer the first part of the second research sub-question which asks what were the students' understanding of Europe. In particular the data in the *Europe* and *Experience* categories will be used to analyse the understandings of Europe, although some of the data in the code *Individual Outcomes* also gives an indication of the students' understanding of Europe. The third section will move on to the experience of internationalisation, as questioned in the second research sub-question, presenting the data from the interviews and questionnaires. This section will look at the students through their association with the initiative, starting with data from the category on their *Motivations*, then looking at data on their *Experience* before looking at the outcomes both as *Individuals* and for their *Wider Communities*. The final section of the chapter will discuss how the data in the previous sections will be drawn together in order to answer the final research sub-question on how the Erasmus Mundus initiative impacted on the students' understanding of Europe and experience of internationalisation.

6.2 Approaches to Internationalisation

This section presents the data from the documentary analysis which was collected in order to understand the approaches to internationalisation drawn on by the EU policy-writers in the preparation of the Erasmus Mundus initiative. When coding the four documents which

established the first and second phases of the Erasmus Mundus initiative, the outcomes fell into three different categories. First *Skills Agenda & Knowledge Economy* brought together codes to do with *Student Experience*, *Skills & Knowledge* and *Cross Cultural*. The codes *Needs/Problems for EU HEIs* and *European* were brought together in a single category *European HE Harmonisation*. The third set of outcomes identified in the Erasmus Mundus initiative's paperwork was around *Third Country Co-operation & International Development*. Two codes were brought together in this category: *Co-operation with Third Countries* and *Internationalisation*. This section presents the data from each of the categories in turn. In the coding of the documents, four approaches to internationalisation were particularly used: the economic (Hughes, 2008), the cross-cultural (Middlehurst & Woodfield, 2007), the relational (Crossman & Clarke, 2009) and the educational (Welch, 2006). The approach to internationalisation, it was argued in Chapter 3, might also relate to the theory of Social Capital, defined as 'social networks and the norms of reciprocity associated with them' (Putnam, 2002). Furthermore, the approach to internationalisation and Social Capital were suggested as being linked to Europe's ability to influence people through attraction or Soft Power (Nye, 2005:11).

The category *Skills Agenda and Knowledge Economy* included some of the motivations for Students joining the initiative anticipated by those developing the Erasmus Mundus initiative within the European Commission and European Parliament. These motivations are included within the code *Student Experience*. Firstly, the documents highlight the perceived desire for EU qualifications and European knowledge as stated with the Erasmus Mundus initiative aiming:

To encourage and enable highly qualified graduates and scholars from all over the world to obtain qualifications and/or experience in the European Union (European Parliament, 2003:345/3).

The documents make the distinction between the Erasmus Mundus initiative providing qualifications and experience rather than providing knowledge acquisition which indicates a possible juxtaposition of the economic and educational approaches to internationalisation which will be discussed in the next chapter. The education provided by the Erasmus Mundus initiative is said to be one of the areas in which there can be 'European added-value'

(European Parliament, 2003:345/3). The language in the *Skills Agenda & Knowledge Economy* category echoes the economic approach to internationalisation of Hughes (2008), with the Erasmus Mundus initiative's documents talking of 'value' (European Parliament, 2003:345/3; European Parliament, 2008:340/87), an 'absence of flag-ship products' (European Commission, 2002:5) and developing 'highly trained human resources' (European Commission, 2007:7; European Parliament, 2003:345/3). Furthermore, the data in this code *Student Experience* shows that amongst the European Commission's metrics of success for the Erasmus Mundus initiative was a change in career or income for the students (European Commission, 2007:21). All of which give indications of a more economic approach to internationalisation.

Data showing this economic approach can also be seen in the second code in this category, *Skills & Knowledge*, which includes examples of when the policy writers wanted the initiative to contribute to the 'knowledge based society' (European Commission, 2002:22). However, by the second phase of the Erasmus Mundus initiative this phrase had been adapted to read 'knowledge-based economy' (European Commission, 2007: 11). The shift from references to society to the economy indicates an evolution in the approach to internationalisation and, possibly, a growing understanding of the economic approach to internationalisation. This interweaving of various approaches to internationalisation will be explored in Chapter 7, as it also relates to the role that finance and economic power has in creating Soft Power (Nye, 2005:12). Knowledge and economics are being used, it would seem, to extend international influence and influence the motivations and aspirations of students. This is most explicit when the initiative aims to contribute to the 'development of human resources' (European Parliament, 2008:340/87 and European Commission, 2002:50); such an economic or business language is reflective of the OECD's language of migrating labour and upskilling individuals (Hughes, 2008:112) which adds to the evidence for an economic approach to internationalisation in the documents.

There are, however, examples of other approaches to internationalisation within the data in the *Skills Agenda & Knowledge Economy* category. For example, the *Skills & Knowledge* and *Cross-Cultural* codes within this category include examples of the educational and cross-cultural approaches. Sometimes this is explicit, with the writers saying the Erasmus Mundus initiative was to deliver 'greater social cohesion; fostering culture, knowledge and skills for peaceful and sustainable development in a Europe of diversity' (European Parliament, 2008:340/90) and was intended to capitalise on 'Europe's major cultural and scientific achievements' (European Parliament, 2003:345/1). The need, though, for economic or more quantitative metrics to measure these intended outcomes may demonstrate an economic approach to internationalisation in the initiative rather than a more cross-cultural or educational approach which they first appear to exemplify. The use of economic metrics for non-economic approaches to internationalisation emerged as one of the elements for discussion in Chapter 7.

The data in the category *European HE Harmonisation* shows a similar diversity of approaches to internationalisation. Many of the items coded into this category focussed on the various policies and directives at work within the university sector in Europe. For example, all the documents state that:

The objectives of the proposed programme are consistent with the wider political aims of the Lisbon Strategy and the Bologna Process (European Commission, 2007:4).

As discussed in Chapter 2, many of the elements of the Lisbon Agenda/Strategy and Bologna Process point towards an economic approach to internationalisation due to their emphasis on a particular view of education based on skills and economic benefit which will feature in the analysis of the approach to internationalisation in Chapter 7. However, within the category of *European HE Harmonisation*, the data indicates that this initiative's contribution to European Harmonisation may extend beyond encouraging the implementation of two major European policies as it also aims to address 'the growing imbalance' in international students across the EU (European Commission, 2002:5) as well as these students' view of European HE 'as confusing and fragmented, comprising many different national systems and languages of tuition' (European Commission, 2007:3). This appears to indicate a more educational

approach to internationalisation as looking to reform HEIs' curriculum and the education they provide.

At the same time, there is call for 'a distinct European added value' (European Parliament, 2003:345/3; European Parliament, 2008:340/87) and although what this value actually refers to remains unclear, it centres on 'Europe's major cultural and scientific achievements' (European Parliament, 2003:345/1). The coding of the documents therefore provides some evidence of an approach to internationalisation based on HEIs working across cultures. For example, the documents are both critical of the diversity in European Universities which is seen to inhibit student mobility but also identify cultural/linguistic diversity and richness as an incentive for study in Europe. These problems with European HE result in a call for 'co-ordinated action' (European Commission, 2007:8) and a need to build on:

the great potential represented by combined individual strengths of European higher education institutions, by their educational diversity and their wide experience in networking and in cooperation with third countries (European Parliament, 2003:345/1).

Through an initiative which requires its participant universities to work across borders, the authors of these documents argue that European countries will grow closer and help deliver other policies designed to achieve a more harmonized EU. This emphasis on culture is reflective of a cultural understanding of internationalisation (Lee & Kim, 2010:628) and that culture can be seen as one way of exerting Soft Power (Nye, 2011) as it influences the Erasmus Mundus initiative students' actions through attraction to a European way of behaving. Students on the Erasmus Mundus initiative might have therefore encountered attempts to create a harmonized Europe through their interaction with HE. Consequently, the student may have been influenced by such a cross-cultural approach to internationalisation and, as a consequence, have a particular experience of internationalisation which extends beyond the economic approach.

The final category of outcomes for the Erasmus Mundus initiative identified in the documentary analysis was *Third Country Co-operation & International Development* which comprised of two codes. The first was *Co-operation with 3rd Countries* where the benefits of working with

countries outside Europe were coded. These included one of the objectives of the initiative 'to contribute to the mutual enrichment of societies' (European Parliament, 2008:340/87) which again provides evidence of contrary approaches to internationalisation. On one level, the concept of enrichment indicates a possible economic approach with financial benefit. However, the word enrichment and the emphasis on societal benefits might indicate a relational or cross-cultural approach to internationalisation.

Data in this category provides examples of when the EU states that the Erasmus Mundus initiative is intended not to just help with HE Policy but also to help with the strengthening of the EU's international relations rather than Education policy. HE is of 'vital importance [...] in reducing poverty and in development' (European Commission, 2002:19). This is confirmed when considering where the funding comes from for the Erasmus Mundus initiative phase II. Of the €460m budget for the Erasmus Mundus initiative for the period 2009-13, €30m came from funds allocated to development inside the EU with the remaining €430m came from funds aimed to develop or build relations with future EU countries, neighbouring countries to the EU and countries around the world in need of aid (European Commission, 2007:9). Once again, the motivations and under-pinning justification for international development could be for economic purposes either by creating new trade partners or by creating a socio-political situation in countries that will not damage EU trade (Keukeleire & MacNaughtan, 2008:19). An economic justification for the initiative was identified in the data in the EU's emphasis that the Erasmus Mundus initiative is legally justified under article 149 of the European Treaty (European Commission, 2002:2) which allows international co-operation if there are economic benefits across Europe.

Conversely, based on a less economic approach of internationalisation, the benefits of working across societies and cultures can be seen in the data coded in the *Third Country Co-operation & International Development* category, too. The second code in this category was *Internationalisation* which in particular emphasised the impact of the Erasmus Mundus

initiative on the students' home countries. Funding from the aid agencies is also justified for this initiative because HE is seen as having a role in promoting:

the ideals of democracy and respect for human rights, including gender equality, especially as mobility fosters the discovery of new cultural and social environments and facilitates understanding thereof (European Parliament, 2003:345/2).

This code provides further evidence of a cross-cultural and relational approach to internationalisation as it emphasises the need to 'promote dialogue between and understanding for different societies and cultures' (European Commission, 2007:2). Education is identified through this code as having a 'social dimension' (European Parliament, 2003:345/2) and the policies emphasise that the initiative facilitates 'people-to-people contacts' (European Commission, 2007:2) acknowledging the importance of informal social networks. Closer, personal relationships are identified by the European Commission in the documents establishing the Erasmus Mundus initiative as a particular way of mitigating the 'risk of widening gap in the intercultural understanding between European and other cultures' (European Commission, 2002:6). There is evidence within this code of both an economic and more social approach to internationalisation being joined together.

The data presented in this section indicates a complex, inter-weaving construction of the approaches to internationalisation by the EU. The four approaches to internationalisation identified in Chapter 2 are not distinct in the data collected and, therefore, the extent to which they overlap and the EU draws on them differently will be a part of the discussion in Chapter 7.

6.3 Understanding of Europe

Just as the data from the documentary analysis shows a variety of approaches to internationalisation by the EU, the data from the questionnaires and interviews show that the students participating in the Erasmus Mundus initiative had a variety of views of the EU. As discussed in Chapter 2, Europe can be seen as being both an economic and a socio-political union. Data in this section will be presented from the category *Europe* which brings together codes on different understandings of Europe. However, there is also evidence of differing

understandings of Europe in the data from four other categories: *Motivations*, *Experience*, *Individual Outcomes* and *Wider Community Outcomes* and elements of these will also be presented. The data in this section will inform the analysis in discussion in Chapter 7 around the second research sub-question which asks what was the Erasmus Mundus initiative's students' understanding of Europe.

Within the category *Europe*, there is evidence of both a socio-political and economic understanding of Europe. In this category, there is some data to show that students identified a *Common EU Culture*. For example, when respondents were asked what were their primary and secondary reasons for electing to study in Europe (Appendix 7, Table 17, Final A3), the combined results were highest for Europe's contribution to the field of SEN at 87.5% and Europe as an academic centre of excellence at 84.4%. However, responses for selecting Europe were much lower for its culture with 59.4% and values with 53.1%. When asked afterwards what the primary and secondary benefits studying in Europe provided (Appendix 7, Table 21, Final B7), respondents were slightly more interested in the continent's contribution to the field with 93.8% agreeing, a little less interested in its academic excellence with 78.1% of respondents but the responses had increased dramatically for the benefits European culture to 100% and noticeably for the benefit of European values to 68.8%. Similarly, interest in European Culture increased from 68.8% before studying to 78.1% after studying (Appendix 7, Table 15, Final A1 & Table 19, Final B5).

When this contextual data was further explored in the interviews, 13 out of 23 respondents identified a *common European culture*. When asked what was meant by this, some felt that European countries had much in common:

I didn't feel like there was a huge difference between countries other than language
(Interview, Respondent NUO).

From other interviews, examples of a common European culture included democratic rights (Respondents NUO and TO), valuing equality (Respondents BLD and JMEP) and being '*absurdly multicultural*' (Interview, Respondent TLST). However, the understanding of Europe varied from person to person with some respondents experiencing almost the opposite of

these common European values: 5 interviewees identified a lack of multi-culturalism and others identifying Europeans as being unwelcoming (Respondents QMJ and TO).

There is evidence, however, that opinions changed, for example QMJ initially found Europeans as hostile but said at the end of the initiative that:

After visiting Europe or being there for entire year, I feel that relationships also are very warm in Europe, people are still there who are very considerate, who are open, who help, you come out from themselves and then support you (Interview, Respondent QMJ).

NCK had a similar change in opinion from seeing Europeans as selfish to gradually identifying a common, cross-European appreciation for the family. This could be evidence of Soft Power because, with greater understanding of the continent, Europe became more attractive and the student understood better how its citizens lived and interacted. This can also be seen to show an approach to internationalisation based on relationships and crossing-cultures because following time in Europe, the students better understood how different groups of society treat each other.

The students' growing awareness and interest in European Culture is difficult to disentangle in the responses to the questionnaires as it is not clear whether it is interest in a common European culture, an interest in the diversity of European Culture or interest in a specific country's culture. In spite of this there was clearly an increased interest in cultural aspects relating to Europe as the students progressed through their studies.

Within the category *Europe*, the code of a *Common University Culture* was only identified in 2 of the 23 interviews which is much lower than the number of respondents identifying a common culture more widely across Europe. There is also evidence that students saw diversity and differences in EU HE, from the number who also identified harmonisation as an objective for the initiative. This rose from 18.5% at the start of their course (Pilot 2, Appendix 7, Table 14, Pilots Q7) to 29.4% at the mid-way point (Pilot 2, Appendix 7, Table 14, Pilots Q7) to 56.3% of those who had completed their studies (Appendix 7, Table 18, Final A4). The impact of studying in several universities seems to have emphasised their differences rather than

showing a *common university culture* which has implications for the development of Soft Power. Influence depends on the ability to subscribe to a common set of values (Hill & Beadle, 2014:6). The respondents identified that differing levels of a common culture which will inevitably result in differing levels of Soft Power. The impact on the outcomes from the initiative of the varying extent or identification of a common culture will be further explored in Chapter 7.

The second code relating to perceptions of Europe identified in the data collected from the interviews is the respondents' sense of *Europe being made up of separate countries*. In the interviews 16 out of 23 respondents made statements which were coded as illustrating a vision of Europe as separate countries. Of these, 6 also made statements which could be coded as illustrating a common European culture. Some respondents identified one particular country as being different from others. For example, 7 out of 23 respondents emphasised the UK's reputation in HE as being ahead of other countries with Respondent NUO particularly emphasising the reputation of Oxford. The respondents' identification of differences between EU countries also extended to culture and language with students increasingly able to identify the differences:

Well, in European countries, they all have their specific culture. So in the past I wouldn't be able to distinguish that as much, so even crossing the border between the Netherlands and going through Belgium, going to France, and the different languages and people there just have different customs and different expectations and the way they approach things (Interview, Respondent UAQ).

In particular, four respondents emphasised the difference between the Czech Republic and the other countries they visited with, for example, Respondent GC viewing the Czech Republic as less multicultural due to its lack of specialist food shops. The various national cultures were more often seen as positive with respondents emphasising a richness of culture this has implications for both the perceptions of Europe and the development of Soft Power. If Soft Power is predicated on the concept of attraction (Nye, 2005) then it will be important to identify if students are attracted to a single EU culture or can more easily align with diversity.

Analysis of the responses regarding Europe revealed little evidence of a growing awareness of a common European Culture but, at the same time there was evidence of the development of a view of Europe founded on diversity and differences between countries. Although respondents were more likely to see Europe as a block on arrival, this was not universal. Many spoke of a unified and divided Europe. Two respondents (Appendix 7, Table 18, Final A4) stated that the Erasmus Mundus initiative was aiming to '*spread European Culture*' (Final Questionnaire, Respondent HLD) through the Erasmus Mundus initiative. This has also implications for Soft Power. If Europe is trying to attract people, via its education initiatives and culture, so that they behave in a way which is useful to the union, then the students' inability to identify a single culture may make Soft Power harder. Soft Power relies on attraction but the diversity of cultures within Europe may mean that there are not sufficient common, unifying elements to Europe to make it attractive. Such a lack of clarity for the students in what is unique and attractive about Europe makes Soft Power harder to influence their behaviour.

There is also some evidence of the understanding of Europe in the outcomes from the initiative with students increasingly aware of skills as one of the outcomes from a study period in Europe. This finding concurs with Brine's argument that skills and competencies are becoming the dominant language and measures of success in European education (Brine, 2008:344). The questionnaires show that 87.5% were motivated to join because they wanted to gain knowledge of SEN Theory or Practice (Appendix 7, Table 15, Final A1). However, in the interviews, only 4 out of 23 discussed SEN knowledge as a motivation with 19 referring to academic, research or language skills as key motives. The students also valued skills and opportunities for collaboration more by the end of the initiative. In the category *Wider Outcomes* 29.6% saw international collaboration as one of the EU's intended outcomes for the initiative at the start of their time on the initiative (Appendix 7, Table 14, Pilots Q7) which had increased to 84.4% at the end (Appendix 7, Table 18, Final A4). Furthermore, in the *Experience* category, 65.6% respondents criticised the Erasmus Mundus Masters course for a lack of networking opportunities and 50.0% criticised a lack interaction with EU students

(Appendix 7, Table 24, Final B10). The findings from the data on skills and the sort of skills students were looking for indicate, firstly, that a European style of education became of more interest and, secondly, highlights the educational and relational approaches to internationalisation as being significant as students changed their view of the education they wanted with an increasing desire for networking opportunities.

Further evidence of students' views of Europe can be seen in the categories *Motivations* and *Individual Outcomes*. Europe was seen as having distinct knowledge and was seen as famous for its '*history of human science development*' (Final Questionnaire, Respondent IS). Specifically, 87.5% (Appendix 7, Table 1, Final A3) saw it as leading in the field of SEN. Such language echoes the belief by the European Commission that students would be attracted to study in Europe due to 'Europe's major cultural and scientific achievements' (European Parliament, 2003:345/1). In many ways, the interviews confirm that such attractiveness, which can be seen as Europe exerting Soft Power, was acting as an influence on the students. However, an economic view of Europe is not far behind this cultural attractiveness with 5 out of 32 interviewees stating that they would not have come to Europe '*were it not for funding from the EU*' (Final Questionnaire, Respondent FY). So, at the same time the data shows the attractiveness of the culture and academia in Europe, it also reveals the economic attractiveness of a scholarship. The economic and educational approaches to internationalisation and views of Europe are very closely intertwined.

6.4 Experience of Internationalisation

The second research sub-question, in addition to exploring the understanding of Europe, also looks more broadly at the experience of internationalisation and the data collected reveals the experience of internationalisation at each stage of the students' involvement with the Erasmus Mundus initiative. The first part of this section will look at motivations, drawing on the *Motivations* category. The second part will present the data relating to the experience of internationalisation during the initiative, from the categories *Experience* and *Europe*. The final part will present the data for the outcomes from the initiative, from an *Individual* and *Wider*

community basis. At each stage, the data provides evidence for the development of networks for Social Capital and of influence/attraction for Soft Power.

6.4.i. Motivation & Experience of Internationalisation

The questionnaires provided evidence that motivations included students looking for particular skills, knowledge or personal development. However, when this was more deeply explored in the interviews, evidence emerged of *Previous Travels*, *Previous Studies* and *Previous Networks* with 21 out of 23 respondents discussing a previous international experience and, therefore, prior experience of internationalisation. 10 had travelled overseas, 4 had undertaken international studies and 7 had participated in an international network. Amongst these respondents, 3 stated that travelling was a key motivation for participating in the Erasmus Mundus initiative. FY said that travel and, more specifically, *'Europe has always been a huge draw for me'* (Interview, Respondent FY) whilst TP felt it would provide *'a break from my routine and felt an educational trip would be fantastic'* (Final Questionnaire, Respondent TP). The interest related less to the educational approach to internationalisation and more to the cross-cultural experience. Both FK and TLST referred to the *'experience of living in a foreign country'* (Interview, Respondent FK; Final Questionnaire, Respondent TLST). Some students had already had a more professional international experience with FK and QMJ involved with international charities and networks. The extent of pre-existing experiences of internationalisation was a particular finding from the data and can clearly be seen to influence the actual impact that the initiative had on the experience of internationalisation.

Such wide previous international experience also supports the discussion above about the understanding of Europe which showed that Europe's scientific knowledge and economic influence attracted students. Here, the data also shows that internationalisation had impacted upon the students before their arrival. Based on both sets of data, the discussion about Soft Power in relation to the initiative must take account of the fact that Soft Power and attraction started before the students joined the Erasmus Mundus initiative. The long lasting influence

of Europe through Soft Power it would seem actually started in some cases before the students' arrival. This contrasts with Trilokekar's (2010) discussion of Soft Power and such initiatives which places emphasis on the development of Soft Power and cultural exchanges during the initiative.

Just as the data in the *Motivations* category showed an increasing interest in skills-based education, this can be seen in the *Skills Agenda & Knowledge Economy* category, too. Those respondents who identified skills in particular as being one of the reasons for joining the initiative are reflective of a more economic approach to internationalisation where benefits are in terms of competencies gained for the work place (Brine, 2008:344). At the start of the programme 90.0% (Appendix 7, Table 8, Pilot Q1) said this was their main reason for joining the programme. This number is confirmed by a similarly high percentage for those mid-way through a programme: 76.5% of a different cohort stated that better knowledge of SEN was their main reason for studying (Appendix 7, Table 8, Pilot Q1). Motivation due to an interest in SEN and *Improving SEN Children's lives* can be seen in 7 out of 23 interviews with some wanting very specific knowledge, for example, '*in relation to children with SEN and deafness*' (Interviews, Respondent NC), to assist with teacher training (Respondent NJP) and others identifying a lack of similar Masters courses in their own countries (Respondents JTE, PRDS, KPQ and KV). These motivations for gaining knowledge of SEN and improving pupils' lives show an educational approach to internationalisation as with better knowledge, the students believed that they could help development and bring about change in their home countries. The students had been influenced by a particular view of Europe that Europe's HEIs had the knowledge to enable them to bring about change in their home countries, an example of Soft Power, employing its earlier definition of attractiveness, forming part of the motivations for the initiative.

The data shows that an interest in changing SEN provision in the home context and desire for specific knowledge about SEN from the initiative decreases during the time in Europe. In pilot 1, when respondents were mid-way through their studies, 94.1% cited changing inclusive

practice in their home country as a motivation (Appendix 7, Table 8, Pilot Q1) whilst in the final questionnaire, as alumni, (Appendix 7, Table 15, Final A1), 18.8% cited this as a primary and 68.8% as a secondary aim for joining the programme. This downward shift was also seen in the interviews where 7 out of the 23 respondents said they wanted to change things in the classroom for students with SEN and a further 2 wanted to change things for teacher trainers when they started the programme. The data appears to be indicating a change in the motivations potentially as a result of a change in the experience of internationalisation. The data is showing less evidence of an educational or cross-cultural approach to internationalisation as this seemed to be less of a motivation for the students. It is not clear what approach to internationalisation is replacing it.

One option is presented when examining the data from the codes regarding skills. When asked at the start or mid-way through the initiative 40.8% of respondents were looking for academic or research skills from their studies (Appendix 7, Table 8, Pilots Q1). When asked at the end of the initiative what skills or knowledge respondents they had wanted from the initiative, 62.5% were interested in SEN practice as a primary reason, with SEN policy and research skills ranking highly in the secondary responses with 81.3% & 78.1% of secondary respondents respectively (Appendix 7, Table 16, Final A2). In the interviews 15 out of 23 discussed the research skills and the ability to research or write as coming out of their time in the initiative. This shift in the recalled motivation to one which is more skills based perhaps reflects the influence of a European education system which is more skills based with an emphasis on a greater sense of the individual's personal gains from the initiative. Taken along with the reduction in the number of respondents wanting to change SEN practice in their home context, there is tentative evidence here that students perhaps moved from a cross-cultural and educational approach to internationalised, focussed on how the individual could change his/her home location to one which is more economically founded as skills were seen as improving his/her personal situation.

Such an economic approach to internationalisation can also be seen in the items identified in the code *obtaining a qualification*. This was identified as an important motivator by the European Commission in the documentary analysis but only occurred twice in the interviews. It was felt that:

Attaining an academic certificate from European countries particularly from one of the UK Universities was awesome to me and my professional development (Final Questionnaire, Respondent KV).

QMV identified a lack of an accredited certificate as holding him back from an academic career and *'therefore, acquiring a master's degree from European centres of academic excellence is the indisputably big benefit I get'* (Final Questionnaire, Respondent QMV). IS was less interested in the certificate but saw it as a way to *'gain professional maturity and seek higher level study'* (Interview, Respondent IS). This is distinct from the previous codes on skills/knowledge where few responses demonstrated interest in the final award and obtaining a certificate alone. These responses on motivation are linked to both the educational (Welch, 2006) and the economic (Hughes, 2008) approaches to internationalisation. The fact that so few were looking explicitly towards the final award might be because of a greater interest was in the career opportunities as a result of the award.

Instead of emphasising the final award in their motivations, many were more interested in the *Personal Development* they anticipated as a result from the initiative. This links back to the anticipated influence of an economic understanding of internationalisation (Hughes, 2008) as the outcome is more interested in the economic growth for the individual. Given their desire for new knowledge and/or international experience, many respondents felt they could personally develop in some way through participation in the Erasmus Mundus initiative. The students' desire for personal development echoes the code *Skills Agenda and Knowledge Economy* in the documentary analysis which predicted this outcome. Furthermore, 50% of respondents identified personal development as a motivation at the start of the programme (Appendix 7, Table 8, Pilot Q1), 88.2% amongst those mid-way through the programme (Appendix 7, Table 15, Pilot Q1), and 96.9% identified it as a primary or secondary motivation when questioned as alumni (Appendix 7, Table 15, Final A1). Personal development had the

highest number of responses amongst respondents in the questionnaires and had the second highest number of responses when coded during the interviews. This personal motivation appears to be focussed on the individual rather than on developing social networks (Putnam, 2002:4) or 'relationships of mutual acquaintance and recognition' (Bourdieu & Wacquant, 1992:119). However, the attraction of Europe as a location for personal economic growth can also be seen so the attraction or Soft Power, defined earlier as being based on attractiveness, is taking place to motivate the students.

The data seems to indicate a shift in the recalled motivations for joining the Erasmus Mundus initiative. There is a shift from being inspired by cross-cultural or educational inspired motivations to ones more based on economic growth. However, when looking back, the economic motivation may have been there throughout and the data showing previous travel or international experience may conceal an interest in the personal development or economic benefits of international experience. These issues relating to Soft Power and approaches to internationalisation will be explored in Chapter 7.

6.4.ii. Experience of Internationalisation during the Initiative

Following the discussion on the motivations for joining the Erasmus Mundus initiative, this section now examines the experiences of internationalisation during the students' time in Europe. In particular, this section presents data to inform the discussion about Social Capital and evidence that it was developed relating to the initiative as evidenced in the categories *Europe* and *Experience*. Social Capital is defined as 'social networks and the norms of reciprocity associated with them' (Putnam, 2002:4). However, the data shows occurrences when networks were not formed and these are evidenced in the data from the code *Culture Clash*. The chapter will then move on to where networks were evidenced during the initiative based on the code *shared academic knowledge with colleagues* which reveals a largely positive view of the relationships, networks and experiences. Finally, this section will explore examples of when the students were looking for better networking opportunities than their experience in Europe, particularly with Europeans. This section particularly looks at the relational approach to

internationalisation based on the 'intensification of relationships forged between national cultures' (Crossman & Clarke, 2009:613). This intensification of relationships is seen as crucial for networking and accrual of Social Capital.

Within the code *Culture Clash*, ten respondents give examples of when they encountered the sort of cultural, racial and national divisions that the EU actually wanted to tackle through the Erasmus Mundus initiative (European Parliament, 2008:340/84). These divisions have implications for the development of Social Capital which does not develop without trust (Putnam, 2002:7) and this data points to some of the failures in the Erasmus Mundus initiative in influencing students' behaviour or attitudes. Culture clashes were identified particularly in the interviews, although the idea of a culture clash was also identified in Respondent TLST's questionnaire. He described being different from the rest of the group and he felt like a '*black sheep*' compared to other students. He felt his '*lifestyle choices are significantly different to theirs, and we don't have much in common.*' For this respondent, the development of Social Capital may have been affected by the fact he was considerably younger than the other students in his cohort and also from a developed country. Incidents of cultural tension were identified in ten interviews which were cited by three respondents as bullying:

There was cultural conflict and a bit of bullying. [...] It happened, there were a few instances where teachers even had to come in and deal with certain situations when bullying was going on. [...] There was actually a lot of bullying because of the groups that certain students from different countries comes together and they have their own groups, so they form their own groups and when they form their own groups, they stick together, when they can't get you to join their group, that's when the bullying starts (Interview, Respondent GC).

One female respondent found the cultural attitudes and behaviours very challenging and she also found the course very challenging.

When I was there in the course I found that people from Africa, they are very open, they don't consider anything ... they don't have any reservation. [...] It all depends on your upbringing, all depends on your background, all depends on your cultural setting, all depend on your societal systems, so you can't blame person because of their behaviour, because of all these things (Interview, Respondent QMJ).

Some of the tensions were less serious but illustrated differences in terms of gender as well as nationality:

What was acceptable in one culture, wasn't necessarily acceptable in the other, you know, so one of the first days that I was there, one of the male teachers from India

told me to bring him a chair and I just, kind of, looked at him and said, well, you can get your own chair, whereas, the girls from India looked at me, like, you know, we're supposed to bring them chairs, because it's more of a subservient culture than in North America (Interview, Respondent FY).

These examples not only show some of the issues when intensifying relationships between national cultures, as in a relational approach to internationalisation (Crossman & Clarke, 2009:613) but also highlight issues about working between different cultural groups, as in the cross-cultural approach to internationalisation. Learning how different cultures work can help develop networks and bring different cultures together in a form of Bridging Social Capital (Putnam, 2002:10). However, the code *Culture Clash* may be showing Bonding Social Capital which brings similar people together, sometimes to the exclusion of those who are different (Putnam, 2002:10). The data cited here is indicating that students of the Erasmus Mundus initiative may have experienced and developed both forms of Social Capital in which will be explored further in Chapter 7.

There are some examples of Bridging Social Capital within the category of *Experience*, particularly in the code *Shared Academic Knowledge with Colleagues*. Many students said in the questionnaires they wanted to learn from 'students from different cultures' (Respondent BPP). Others were specific about the sort of skills that their studies and interaction with a diverse cohort of students had given them:

I believe I improved my employment prospects and attained a form of diplomacy whereby I met students from different countries with whom I was able to interact, overcome and appreciate cultural differences and developed relationships with people outside their native country (Final Questionnaire, Respondent BPL).

In another case the international experience was seen as responsible for a changed view of other countries:

So many different people and cultures with so many stories has opened my eyes to the difficulties that some people face in their everyday life. I did take stuff for granted back home, but being here & interacting with people from 3rd World countries has taught me a lot about human values (Final Questionnaire, Respondent TLST).

In all these examples, the internationally and culturally mixed cohort was seen as a strength by respondents and in the interviews this was attributed to opportunities for sharing knowledge with colleagues. This was also coded in the transcripts of 12 out of 23 interviews, with Respondents QR, NC, NCK and NUO wanting to share good practice to do with SEN and 'to

interact with people from different countries, different cultures, to know more about what they are doing in their own countries' (Interview, Respondent NUO). In the cases of Respondents IXQT, TP, QR and NC, they have continued this exchange of good practice after the completion of their studies. These examples of forging relationships across cultures are examples of a relational experience of internationalisation and also evidence that Social Capital was indeed developed.

Whilst the data shows some examples of both Bonding and Bridging Social Capital between students in the relationships which developed, there were some criticisms of a lack of opportunity to build networks or experience with other Europeans. In the results of the questionnaires, 65.6% wanted more networking opportunities and 50.0% wanted to form relationships with students from Europe (Appendix 7, Table 24, Final B10). There was also one person in the interviews who wanted more time in schools so as to understand better SEN in a European context. As presented in section 6.2, there is evidence of the EU drawing on a relational approach to internationalisation and trying to influence students participating in the Erasmus Mundus initiative by attracting them to Europe, using Soft Power. If there is a lack of interaction with Europeans and this data shows that this was a perception of the students, then this may have harmed the development of Soft Power because insufficient Social Capital was accrued. Without networks, a more relational experience of internationalisation may have been curtailed.

6.4.iii. Individual Outcomes & Experience of Internationalisation

This section presents the data from the category *Individual Outcomes*. There were 9 different Individual Outcomes coded from the data, as opposed to 5 outcomes which affected the students' wider community which will be explored in the next section.

From the responses to the questionnaires, there is evidence of an economic experience of internationalisation with successful outcomes defined as being improvements in the personal situation of the individual students. When asked about the benefits of the Erasmus Mundus

initiative, 6.3% saw an improved role or career as the main change in their lives after completion, whilst 59.4% saw it as a secondary benefit (Appendix 7, Table 19 Final B5). When asked how they had used the knowledge or skills they had gained during the Erasmus Mundus initiative, 62.5% said it had helped them improve or change career or job and 37.5% had been able to progress to further study due to the qualification (Appendix 7, Table 22 Final B8).

This theme of career progression was also discussed in the interviews with alumni from the Erasmus Mundus Masters course used in this research. Data coding revealed that there were 3 circumstances when respondents said they had returned to the same job, 6 were coded as having changed career path and 9 as having gone on to further study. Of this last group, five mentioned they were in Australia, 2 in the UK, 1 in America and 1 in his country of origin. Some respondents had been promoted and seen a change in career as, for example respondent GC:

After returning from Erasmus Mundus I joined the Ministry of Education again and then I worked there until 2009 and I got a promotion, I was promoted as an Associate Professor in English. After that I'm now in Australia, I'm actually teaching, it's in a school so I'm on loan, as you say, because I still have my government job over there, and now I'm teaching here (Interview, Respondent GC).

Other's stated that they had chosen to carry on with their research careers:

Because, during my course when I did my research, so I realised that this MA, what I'm doing is not the end, I can do a lot, when I will be in the field of PhD I will do more research, I will become expert in research, that will be helpful, my career so what I want to do, I want to do research all my life, so I can write article, I can write journal, that only possible if I do PhD (sic) (Interview, Respondent NC).

All of the respondents who had gone on to do further and/or higher study expressed a view that completing an Erasmus Mundus Masters course was a starting point for changes in their personal circumstances rather than an ending. The quotations above from the interviews show that the individual is focussing on the benefits of study for them personally either in terms of further study or in terms of a new job. Two further codes were identified in the interviews regarding skills developed: the first related to IT with 2 out 23 respondents mentioning that they had improved their *IT skills* and the second related to *communication skills* with this being coded in 4 of the interviews responses. All of these benefits illustrate the perception of success from HE as relating to having value, or at least a market value (Harris, 2007:145).

The respondents' first responses were often about the benefits to themselves pointing towards a more economic appreciation of internationalisation remaining after the initiative.

There is also evidence of an economic approach to internationalisation in the skills that former students identified as having gained and used following participation in the Erasmus Mundus initiative. In the questionnaires, improved discipline specific knowledge was one of the most frequent answers: 40.6% said that the main knowledge they had gained related to SEN practice with 90.6% of respondents saying it was one of the areas where they had gained knowledge (Appendix 7, Table 20 Final B6). However, at the end of the initiative students identified a wide range of skills that they had gained including 90.6% identifying improved research skills (Appendix 7, Table 20 Final B6), 90.6% identifying improved international awareness (Appendix 7, Table 20 Final B6) and 56.3% identifying improved language skills as a secondary result of study in Europe (Appendix 7, Table 20 Final B6). This is in contrast to the documents establishing the Erasmus Mundus initiative which cite language competence as one of the key intended outputs of the initiative. Furthermore, only 6.3% of respondents stated that better knowledge of other cultures was their top outcome from the initiative despite the EU trying to attract students to EU culture and science (European Parliament, 2003:345/1). This adds further weight to the economic view of internationalisation with the skills which are perceived as having a market value such as research or international awareness having most importance for students. At the same time the educational benefits are less prominent in the responses with fewer students educational benefits were an outcome from their studies. This data implies that something is changing in the students in terms of how they understand and construct their world which may be linked to the experience of internationalisation.

In addition to this evidence of an economic approach to internationalisation, there is evidence from other codes of a more educational assessment of the benefits of the Erasmus Mundus initiative. For example, some of the textual responses from the questionnaires highlighted their improved '*critical analysis skills*' (Final Questionnaire, Respondent PRDS) or '*critical and*

reflective skills' (Final Questionnaire, Respondent NUO). This awareness of new ways of thinking and processing information was focussed, not around individual gain but on the skills they had gained. This may be an example of the Soft Power attraction to an EU form of education which is based on critical thinking and reflection.

There is also evidence of the relational and cross-cultural approach to internationalisation within the data in two codes in the *Individual Outcomes* category. The codes *Personal Friendships* and *Individual Change in Outlook/Cultural Awareness* both occurred in 15 out of 23 interviews. This was supported by data from the questionnaires that showed that 84.4 % felt they had learnt particularly from being in a multicultural environment and 90.6% felt they had developed skills in intercultural awareness (Appendix 7, Table 20 Final B6). Some felt they learnt more from the learning environment than the course of study itself:

It's rather selfish, but being able to experience living with different people in a new environment was more important to me than the course. I felt I have learnt so much from the living experience while not much from the course (Final Questionnaire, Respondent TLST).

Sometimes this change in world view was not related to cultural awareness or skills, simply to how the respondents viewed themselves and stated that the initiative '*Boosted my self-confidence*' (Final Questionnaire, Respondents QMW & TP). However, in more cases the students felt that they had developed skills '*to interact with people of different cultures and how I can improve my relation towards them*' (Interview, Respondent NJP), with 15 out of 23 interviewees making a similar comment.

In the final questionnaires, 6.3% of respondents said that developing relations with students from other cultures was the main impact of their studies and a further 81.3% included it as a secondary impact of their studies (Appendix 7, Table 19 Final B5). In addition, 15 out of 23 felt that they had gained international friendships from the initiative and had become part of a '*global village*' (Interview, Respondent NC). Many respondents discussed Facebook or other social media as a tool for maintaining relationships but when questioned about the regularity of contact there was an equal split between those contacted monthly, three monthly or increasingly rarely/more than every 6 months (Appendix 7, Table 23 Final B9).

Communications were most infrequent amongst those who had graduated longest ago. This gives some indications of the nature of Social Capital as once accrued, if Social Capital or a network of reciprocity is not invested in, then the capital may diminish (Halpern, 2005:11).

When asked about the purpose, frequency and format of the interactions amongst the friends, several students answered in a similar way to Respondent FY:

It's not easy to say, but usually around holidays, birthdays, different things like that, when somebody gets married, when they have a kid, a new job, you know, things like that (Interview, Respondent FY).

There are clear parallels to Mahroum's (2008) view of the development of networks in a globalised world being based on better grass-roots relationships. There is evidence here of networks extending into personal lives but whether these are reciprocal, as in the definition of Social Capital: 'social networks and the norms of reciprocity associated with them' (Putnam, 2002) is clearly problematic. The Social Capital here is being used at a personal level and hence it is classed in the *Individual Outcomes* category. There are other occurrences which show more of an exchange and these have been included in the next section, *Wider Community Outcomes*.

6.4.iv. Wider Community Outcomes & Experience of Internationalisation

This section presents further data to answer the second research sub-question about the experience of internationalisation of the students in the Erasmus Mundus initiative by focussing on the wider outcomes from the initiative. This category presents examples of where the initiative had an impact beyond the individual, which could be due to Soft Power, as the students have been motivated to act or behave differently through attraction to the way that Europe does things. There were three ways in which *Wider Community Outcomes* particularly manifested themselves: through dissemination of new knowledge or its implementation in the classroom situation, via professional networking and sustained exchange of knowledge amongst the alumni and, thirdly, a small number of respondents experienced a negative effect in their home country community after participation in the initiative.

84.4% of questionnaire respondents stated that participation in the initiative had helped them to improve SEN/Inclusive Education practice in their home country (Appendix 7, Table 19, Final B5). For example, a Ministry of Education employee responded that the initiative had helped in two specific ways:

1. Helped me to participate in the development of SEN Policy in Bhutan. I am one of the members of the working committee. 2. Helped me to train teachers to design IEP to cater to the needs of SEN (Final Questionnaire, Respondent L).

Respondents discussed creating new policies, teaching manuals, revised teacher and training programmes (Respondent L) or contributing to books (Respondents SUR & NCK) as a result of the initiative. In total, 2 respondents' replies were coded as talking about developing a project or collaboration, 4 had used their learning in the classroom and 11 had attempted to disseminate their learning. On one level, this can be seen as a successful example of Soft Power as Europe can be seen to have influenced behaviour through attraction and, as a consequence of viewing SEN practices or policies in Europe, changes have been effected in other countries.

However, the data from the interviews shows that it is not necessarily European practices or policies which are being copied, thus making the evidence for European influence through Soft Power a little less clear. For example, some said they were not looking to copy behaviour from Europe:

Not necessarily copy, there was my aspiration before I knew that I liked I liked something to be, greenery and more of living, more away from the city and help living together with people with special needs has a community. It was my aspiration, but what I saw in Europe was the concrete, somebody actually did it, I saw concrete living so it strengthened my aspiration, I saw something concrete and it does work... (Interview, Respondent JMEP).

In other words, the respondents saw things differently once they had been in Europe and used that as an inspiration for how things should be in their home country. Others confirmed that they were inspired by national practices:

The concept of inclusive culture that I learned in Holland through the buddy school programme impresses me very much and I feel it is a good solution to overcome barriers of the disabled at school (Final Questionnaire, Respondent QR).

This indicates that Soft Power may have occurred at national level rather than at European level. QR is inspired by practice in the Netherlands rather than Europe and this is evidence of

the interlocking nature of Europe's and the nation states' influences when it comes to changing practices in the wider community. In a number of cases, such as with QR, students cited practice or behaviour in a particular country as having been influential rather than talking more broadly of the influence of Europe. There appears to be a distinction at times between learning from and attraction to the European nations together and individually.

The questionnaire data highlights several examples of the students using their knowledge, skills and experiences from participation in the Erasmus Mundus Masters course in collaborative arrangements with their home communities or drawing together students from several countries. Respondents demonstrated an increasing awareness of the possibilities of international co-operation with, at the start and mid-point of the programme, 30.0% seeing this as why the EU funded the initiative (Appendix 7, Table 14, Pilots Q7) but by the time they had graduated this had increased to 84.4% (Appendix 7, Table 18, Final A4).

In a similar way, the respondents' increasingly saw the EU as wanting to use the initiative to help with capacity building in their countries. The view of the initiative as contributing to international capacity building was held by 20% of respondents at the start of the programme, 41.2% mid-way through the initiative (Appendix 7, Table 14, Pilots Q7) and by 81.3% of those who had completed the initiative (Appendix 7, Table 18, Final A4). In addition, 29.4% wanting to establish links with an EU institution at the mid-way point of their studies (Appendix 7, Table 8, Pilots Q1) and 40.6% at the end of the initiative (Appendix 7, Table 15, Final A1). However, only 59.4% of respondents had actually developed some form of relationship with Europe beyond the end of the initiative and 56.4% had worked with those from other countries (Appendix 7, Table 22, Final B8).

Some respondents echoed the EU's language and justification for the initiative and were aware of their role in the initiative in the long term:

The main reason for the EU in financing our studies is foster international relations by supporting human resource in different areas of study in order to bridge the gaps that exist in the countries in the South. This facilitates international collaboration. The relationships of countries of Europe that come together to facilitate such programmes

are enhanced which are likely to influence their practice and policies (Final Questionnaire, Respondent PRDS).

In order to be able to increase chances for developing countries to develop further, and, thus, spend less in aid and expertise in their development in the future (Final Questionnaire, Respondent FK).

This data resonates with the language in the documentary analysis in the category *Third Country Co-Operation & International Development*. The students were aware of the development agenda for the Erasmus Mundus initiative and seem to be aware, from these quotations, of the use of education as a development tool. The use of networks and education to bring about developmental change also draws on the educational approach to internationalisation. This increasing attraction and buy-in to education as a development tool is also an example of how the opinion of Europe is changing the opinions of the students in the initiative and, therefore, a further example of Soft Power at work through the initiative.

Responses concerning the lack of formal networks or problems around developing collaborations, demonstrated awareness of the potential resource of the relationships which had been developed:

I made lot of friends from my own profession which I think is much more important in the long run. I have nearly 250+ email contacts (Final Questionnaire, Respondent TP).

She goes on to explain that she exchanged regularly news updates with most of these but only had an in depth, sometimes academic, exchange of practice with a smaller, undefined percentage. Others were more focussed on their own countries' needs in the first place and so were looking to network within that country:

Right now I am looking at collaborative projects with the mainstream media to spread the word on dyslexia in Malaysia (Final Questionnaire, Respondent QR).

When networks were discussed in the interviews, 16 out of 23 responses were coded as discussing a network which was based on academic or professional exchanges coming out of the initiative. These ranged from the regular exchange of academic literature involving JMEP to very formal networks such as one in Kenya and neighbouring countries, involving PRDS, to much more informal preparation of journal articles:

So now we are thinking about bringing out a journal from Bangladesh on inclusive education, which we were thinking whether we could get Erasmus Mundus to sponsor us or something. So we are still working on that project (Interview, Respondent GC).

Others mentioned the need for additional funds to sustain a network; LCN and UAQ felt that this further investment would give their networks a better chance of surviving in the long term. There was evidence of networks working together on other EU funded projects in 5 African Countries, the Caribbean, India and Malaysia. These networks were complex, operating in a variety of ways (Bourdieu, 1977:503) but extended beyond the personal as they demonstrated some evidence of a wider impact than to the individual.

6.5 Concluding Comments

This chapter has presented the data collected as part of this research based using the categories and codes identified in the analysis process in relation to each of the first two research sub-questions.

The third research sub-question asks what is the impact of the initiative on the experience of internationalisation of the students on the Erasmus Mundus initiative. The data relating to this third research sub-question is discussed as an integral part of the discussion to the first two sub-questions. The data from the first sub-question shows what the intended and potential impact of the approaches to internationalisation could be. The data from the second research sub-question demonstrates the experience of internationalisation. The discussion in Chapter 7 will bring the data together to present the findings.

The findings from the analysis of the data will be discussed in relation to all three sub-questions in the Chapter 7 in order to address the research question which is concerned with the approaches to internationalisation used by the EU and the resulting experience of the students, particularly in relation to the development of Social Capital and potential for Soft Power.

Chapter 7: Findings

7.1 Introduction

This chapter draws on the approaches to internationalisation, using Soft Power and Social Capital as a framework to critique the empirical data gathered during the research, in order to explore the impact of an EU funded initiative on Masters level students' experiences of internationalisation.

The first section of the chapter focuses on the first research sub-question and discusses the approaches to internationalisation employed by the EU in the Erasmus Mundus initiative and the findings from the data from the documentary analysis. It was argued in Chapters 2 and 3 that the documents show an attempt by the EU to exert Soft Power through the creation of initiatives such as the Erasmus Mundus initiative. Chapter 3 discusses whether this Soft Power may have been in part due to the accrual of Social Capital between the Erasmus Mundus initiative's students through the networks they built during their time in Europe.

The second section of this chapter will focus on the second sub-question and discusses the students' understandings of Europe and experience of internationalisation, based on analysis of respondents' responses to questionnaires and interviews. The section will provide examples of when Social Capital, defined as 'networks of reciprocity' (Bourdieu & Wacquant, 1992:119), were developed and the role of internationalisation in its accrual and related findings to with the experience of internationalisation. In turn, the role of Soft Power defined as 'influence, attraction or coercion' (Hill & Beadle, 2014:6) will be discussed. The final section will address the third sub-question, what was the impact of the approaches to internationalisation employed by the EU and identified in the Erasmus Mundus initiative's documentary analysis? The impact of the approaches to internationalisation on the students' experience of internationalisation of the students will also be discussed.

7.2 Approaches to Internationalisation

As discussed in Chapter 2, from the opening page of the Erasmus Mundus initiative's documentation, a link between internationalisation and the Erasmus Mundus initiative was clearly one of the intended outcomes; 'greater internationalisation of higher education is necessary to respond to the challenges of the process of globalisation' (European Parliament, 2003:345/1). An identical line appears in the proposal for the second phase of the Erasmus Mundus initiative (European Commission, 2007:2) so internationalisation is imbedded in the initiative but the precise approaches being drawn upon by the EU is less evident. Four approaches to the internationalisation of HE were identified after a first reading of the initiative documentation in Chapter 2; the economic, relational, cross-cultural and educational approaches. However, as discussed in Chapter 6, there is evidence from the data collected in this research of an interweaving of all these approaches with the economic approach identified the most often. Thus the approach to internationalisation can be seen as a highbred rather than drawing distinctly on a single or multiple approaches; this section discusses the evidence for this inter-play between approaches. In particular, this section will discuss the evidence for the finding that, despite there being multiple approaches to internationalisation visible, the economic approach dominates. The section will then discuss evidence that the EU was looking to deliberately exert Soft Power and accrue Social Capital.

The first finding from the documentary analysis was that the dominant approach to internationalisation was an economic approach as evidenced by the fact that all of the categories included evidence of an economic underpinning. The analysis shows that data in *Skills Agenda & Knowledge Economy* draws on the economic, educational and cross-cultural approaches to internationalisation. Examples in the *Third Country Co-Operation & International Development* show evidence of the economic, cross-cultural and relational approaches to internationalisation. Finally, the category *European HE Harmonisation*, from the data collected, can be seen as drawing on the relational, educational and economic approaches to internationalisation. Therefore, all of the categories draw on a variety of approaches to internationalisation but it is the economic approach to internationalisation which

is common to them all. This emphasises the neoliberal rhetoric identified in the Lisbon Agenda in Chapter 2 and in the discussion of the economic approach to internationalisation in Chapter 3 as it confirms in the case of Erasmus Mundus 'the social agenda and educational issues to growth and employment' (Ramussen et al., 2009:163). All three categories have the potential to reveal new insights into the approaches to internationalisation drawn on by the EU.

Such an economic approach can also be seen in that the initiative's benefits are listed as including enhancing the 'knowledge-based economy and society and creating jobs' (European Parliament, 2008:340/98), countering the 'absence of flag-ship products' (European Commission, 2002:5), creating 'European added-value' (European Parliament, 2003:345/3) and aiding the 'development of human resources' (European Parliament, 2008:340/8; European Commission, 2002:50; European Commission, 2007:7). This link between financial value, internationalisation and knowledge is echoed throughout many of the documents related to the Erasmus Mundus initiative. Based on the number of items coded within this category, an economic approach to internationalisation can be seen as, in part, underpinning the initiative and therefore as inevitably impacting on the experience of internationalisation for the students. The language employed by the European Commission is reminiscent of that used in the four defining characteristics, according to the Organisation for Economic Co-operation and Development (OECD), of an economic approach to internationalisation which were a 'growth in mutual understanding, the migration of skilled labour, revenue generation and capacity building' (Hughes, 2008:112). Furthermore, such language links to a neoliberal rhetoric in education policy due to its emphasis of 'Individual rights, freedom (with an emphasis on economic freedom), competition and markets' (Olmedo & Santa Cruz Grau, 2013:479). Such competition is becoming more common (van der Wende, 2003:201) and this research confirms the shift towards a more competitive understanding of education.

In the category *European HE Harmonisation*, there are multiple references to why *European HE Harmonisation* is necessary but many of these are predicated on an economic view of internationalisation and the work of the EU. As mentioned earlier in this chapter, the EU is

divided between an Economic and Socio-political view of its formation. An economic justification of the Erasmus Mundus initiative, based on developing the necessary skills and knowledge for a successful EU economy, may be in part due to the need to justify the involvement of the EU whose remit is to work on economic issues whilst HE is supposed to rest in the control of the individual member states (Dale, 2009b:34). As discussed in Chapter 6, the documents relating to the Erasmus Mundus initiative regularly reference the Lisbon Agenda and Bologna Process (e.g. European Parliament, 2003:345/1; European Parliament, 2008:340/87) as well as other EU HE policies (e.g. European Commission, 2002:8) as justifying the EU's involvement in HE. Indeed, the later documentation is said to be 'compliant with the wider political aims of the Lisbon Strategy and the Bologna process' (European Commission, 2007:4) although it fails to state these wider political or economic aims or illustrate how the Erasmus Mundus initiative helps deliver them. As discussed in Chapter 2, the Lisbon Agenda and Bologna Process policies have an economic rational to their introduction (Ramussen et al., 2009:163; Darvas, 1999: 81). The Lisbon Agenda focuses on employment and creating a competitive market (Garcia-Aracil & Van der Velden, 2006:234) rather than on the academic development of the students. Given the multiple references to these wider policies, then an economic approach to internationalisation can be seen as dominating the *European HE Harmonisation* category, too

In addition to the explicit references to the economy or markets, the economic approach to internationalisation can be seen as underpinning some of the other approaches to internationalisation. For example, some of the skills which are identified in the documentation relate to cross-cultural exchanges. On an initial reading, this indicated a cross-cultural approach to internationalisation which relies, in part, on the 'intensification of relationships forged between national cultures' (Crossman & Clarke, 2009:613). The Erasmus Mundus initiative documentation includes, on one level, similar references to cultural exchange when it says the initiative aims to support:

greater social cohesion; fostering culture, knowledge and skills for peaceful and sustainable development in a Europe of diversity (European Parliament, 2008:340/90).

In this extract from the documents, there are resonances with a cross-cultural approach. However, the references to skills and development indicate a more economic approach. The initiative looks to provide skills for cultural exchange and this skills or competency based view of a cross-cultural approach to internationalisation concurs, in part, with a skills or competency based approach to education (Brine, 2008:344) in that skills and knowledge are provided through education. Thus, the initiative is not just aiming to provide the students with the opportunity to 'share ideas, information and knowledge, and participate in discussions and debate across traditional borders' (Middlehurst & Woodfield, 2007:14) but also looking to provide them with the skills to do this, thus drawing on a skills based, economic approach to internationalisation.

The analysis showed that there are further overlaps between the economic and other approaches to internationalisation identified. For example, as discussed in Chapter 3, the use of the language of 'mutual understanding' (Hughes, 2008:112) is reflective of the economic, cross-cultural and relational approaches to internationalisation. Mutual understanding is particularly evident in the category *Third Country Co-operation & International Development* because the Erasmus Mundus initiative aims to 'promote dialogue between and understanding for different societies and cultures' (European Commission, 2007:2). Such aspirations indicate the relational and cross-cultural models of internationalisation in the initiative with almost identical phrases appearing in all of the Erasmus Mundus initiative's documents examined. These documents also highlight the benefits of and EU HEI's success in developing 'wide experience in networking and in cooperation with third countries' (European Parliament, 2003:345/1). The inclusion of networks and co-operation as an outcome not only reflects a relational approach to internationalisation but also shows the possibility of developing Social Capital as it helps create 'networks of mutual acquaintance and reciprocity' (Bourdieu & Wacquant, 1992:119). The emphasis in the documentation on networking is

therefore drawing on multiple approaches to internationalisation at the same time and suggesting the EU policy writers are using the same activity for multiple purposes. Networking can lead to Social Capital accrual which can lead to the sort of relationships the EU requires for attraction and influence in order to exert Soft Power. At the same time, the networks can help drive economic growth more immediately, as indicated by Ball (2012:24). The data analysis indicates therefore that various approaches to internationalisation are drawn on concurrently and one initiative can have multiple outcomes.

This finding of an economic approach dominating the Erasmus Mundus initiative is also confirmed by the data in the *Third Country Co-operation & International Development* category. For example, the documents state that education is not just significant from a knowledge or individual perspective but is of 'vital importance [...] in reducing poverty and in development' (European Commission, 2002:19). The metrics used to assess the success of the initiative, however laudable, are based on financial and economic calculations. International development is measured in terms of economic riches rather than tackling some of the underlying issues in those countries. The data further shows this by the fact that €430m of the initiative's €460m budget for the period 2009-13 was funded not by funds allocated to the development of HE or more generally for the development of the EU's members but from funds earmarked for the development of international relations with countries outside the EU including many 'developing countries' (European Commission, 2007:9). Pinder & Usherwood (2007:113) argue that the investment in such initiatives by the EU is in part to guarantee 'both its own security and prosperity and [for] those in the wider world' (Pinder & Usherwood, 2007:113). The Erasmus Mundus initiative explicitly states that it hopes to 'contribute to the mutual enrichment of societies' (European Parliament, 2008:40/84). This initiative is in part about development, particularly from an economic perspective, rather than education. The data on the approach to internationalisation echoes Ball's argument that such initiatives are 'aimed at profit generation rather than knowledge for its own sake' (Ball, 2012:24) and the source of funding for the Erasmus Mundus initiative seems to confirm this.

The analysis has also found that there is some evidence of the growing importance of the economic approach to internationalisation due to the changes in the language used through the two phases of the Erasmus Mundus initiative. In the documents relating to the first phase of the initiative, the Erasmus Mundus initiative was intended to contribute to a 'knowledge based society' (European Commission, 2002:22) but by its second phase this phrase had been adapted to read 'knowledge-based economy' (European Commission, 2007:11). The change in the language from constructing knowledge as something to benefit society to knowledge as servicing the economy shows a particular shift in the reasoning for the Erasmus Mundus initiative. As discussed in Chapter 2, the economic and socio-political justification of Europe can be seen as alternative views of its foundation and this is reflected in this initiative. The data collected shows that the approaches to internationalisation seem to be evolving during the period 2004-9. The Erasmus Mundus initiative draws on different elements the economic, relational, cross-cultural and educational approaches to internationalisation but the balance between these approaches seems to be shifting. The overall approach to internationalisation seems to have become more focussed on the economic over time, as indicated by the shift from knowledge society to knowledge economy. This is related to the increasing neoliberal rhetoric during this period and a related 'commodification' rather than 'customisation' or 'individualisation' of learning' (Hanna & Latchem, 2002:128). The documentary analysis carried out in this present research adds to the evidence of the gradual movement of Europe towards a more economic approach to internationalisation which may be due to growing neoliberalism. This neoliberalism is here shown through an increasing emphasis on 'competitiveness, self-interest and decentralization' (Stegar & Roy, 2010:12) in the outcomes from the initiative, with evidence that the economic approach becoming more evident as the initiative developed.

The findings from the documentary analysis did also suggest that other approaches to internationalisation were being drawn upon. For example, the findings in the category *Skills Agenda & Knowledge Economy* also suggest an educational approach to internationalisation which could also have contributed to the development of

encourage and enable highly qualified graduates and scholars from all over the world to obtain qualifications and/or experience in the European Union (European Parliament, 2003:345/3).

However, if an educational approach to internationalisation is being drawn on it is not enough to simply provide a qualification, there is also a need to incorporate into a curriculum 'specific cultural and scientific skills not generally available in the home context' (Welch, 2006:324). The EU could argue that it aspires to do this by using the Erasmus Mundus initiative to share 'Europe's major cultural and scientific achievements' (European Parliament, 2003:345/1). Such cultural and scientific achievements can also help create attraction to Europe which helps the development of Soft Power (Nye, 2005:11). The analysis found only minimal evidence of an educational approach underpinning the Erasmus Mundus initiative however.

As highlighted in Chapter 2, there are difficulties in identifying a single approach to education across Europe due to the diverse academic styles and types of knowledge (Scott, 2002:140) as well as the varying implementation of key policies, including the Bologna Process (Saarinen & Ala-Vahala, 2007:342). The analysis of the documents does not reveal any such diversity being cited in the Erasmus Mundus initiative's paperwork. This may be because policy-writers were less able to draw on an educational approach to internationalisation other than through rather generic statements about skills and knowledge which Europe's universities can provide.

Further evidence in the analysis of an education approach to internationalisation was identified in the *European HE Harmonisation* category. Through the initiative, the European Parliament and Commission are looking, inter alia, to correct the 'growing imbalance in the incoming flow of third country students' (European Commission, 2002:5), to improve 'accessibility and enhance the profile and visibility of higher education in the European Union' (European Parliament, 2003:345/3) and enhance the quality of Higher Education (European Parliament, 2003:345/3; European Parliament, 2008:340/87). The documents state that European nations are more able to deliver changes to EU HE together rather than independently (European Commission, 2007:8) and there seems to be clear evidence of a drive by the European

Commission to bring European HE closer together. Several of the documents state that part of this will be the ability to articulate a 'distinct European added value' (European Parliament, 2003:345/3) of HE in Europe, using the Erasmus Mundus initiative as an enabler for this. However, as discussed in Chapter 2, the difficulties of defining what constitutes a distinctly European identity are multiple and the documentation does not address this. By indicating that *European HE Harmonisation* is a desired outcome from the Erasmus Mundus initiative, the documents show that an educational approach to internationalisation was being drawn on by the designers of the Erasmus Mundus initiative. The educational approach is ill-defined as it relies on an agreed definition of what is distinct about EU HE. By being limited to a generic definition EU HE and its qualities, the educational approach within this initiative cannot be prominent so other approaches to internationalisation, such as the economic, become more significant. It is easier for the EU to draw on an economic approach as more of the nation states will agree with this whilst defining education is harder due to the variety of systems available (Scott, 2002:140). The broad definitions of education identified during the data analysis indicate a problem with using an educational approach to internationalisation and highlight why certain approaches are more dominant in this EU initiative.

The analysis of the documentation shows that one of the tools for delivering *European HE Harmonisation* was the development of relations between EU countries and sharing their experiences of networking and exchange with countries outside Europe (European Parliament, 2003:345/1; European Commission, 2007:8). This exchange and harmonisation draws on a relational approach to internationalisation. EU states working together is said to be an efficient use of resources and offering a wider geographical spread (European Commission, 2007:8). By working together to build these relationships, EU nations overcome one of the major issues of European HE:

Europe's cultural and linguistic diversity is also regarded as a challenge by many third country students. From abroad, European higher education is seen as confusing and fragmented, comprising many different national systems and language of tuition (European Commission, 2007:3).

This quotation also poses a fundamental issue with HE harmonisation which is about the loss of individual nations' or HE systems' identities, which was highlighted in Chapter 2 (van der

Wende, 2000:305; Saarinen & Ala-Vähälä, 2007:342) when discussing the Bologna Process. Such a loss of individual identity risks undermining the fundamental diversity which is seen as an attractive element of EU education. However, harmonisation should not be seen as making everything the same, rather as implementing a system that makes it possible to translate between similar and complementary systems (Keukeleire & MacNaughtan, 2008:67). By drawing on the relational approach to internationalisation, the writers of the documentation would appear to have been looking to the more intergovernmental model of governance in the EU (Keukeleire & MacNaughtan, 2008:67) where nations negotiate a common position rather than having one imposed upon them as exemplified by the Bologna Process. Such a relational approach to internationalisation can be seen partially in the Erasmus Mundus initiative's documentation, coded in *European HE Harmonisation*, but is more apparent when looking at the aspects of the Erasmus Mundus initiative relating to relations outside Europe, within the code *Third Country Co-operation & International Development*.

Each of the three categories of outcomes identified in the analysis of the Erasmus Mundus initiative's documentation influenced in particular by an economic approach to internationalisation. Although there is evidence of the cross-cultural, relational and educational approaches to internationalisation, there are fewer examples of these approaches and many of the examples can also be linked to the economic approach to internationalisation. For example, the views of the EU policy-makers identified in the analysis about skills, EU harmonisation and international development could be seen as being based on the educational, relational and cross-cultural approaches to internationalisation respectively but all are also seen as contributing to a better economy and greater financial successes for the EU's member states. The dominance of a neoliberal rhetoric can be recognised in all the approaches to internationalisation identified in the analysis. Indeed, Ball (2012:24) argues that neoliberalism can be seen in the format of such initiatives as they encourage 'partnerships, linkages and networks' (Ball, 2012:24). The Erasmus Mundus initiative is based on the idea of forming partnerships between EU HEIs so as to build links with countries outside the union. The basic structure of the Erasmus Mundus initiative echoes Ball's comments and

can be seen as further evidence of the dominance of the economic approach to internationalisation within the Erasmus Mundus initiative. Partnerships, networks and linkages are not in themselves negative or always indicative of neo-liberalism. Indeed, the research seems to show that the inclusion of partnerships as an outcome does indicate that the initiative does draw on multiple approaches to internationalisation rather than a single one. However, this research seems to indicate also that despite drawing on multiple approaches, an under-pinning neoliberal rhetoric does mean the economic approach is evident most often. An economic approach may be in part for the need for the role of the EU in HE to be justified for economic reasons (Dale, 2009b:34) and so it is the only areas that all the European countries funding the initiative can agree upon. An increasingly economic approach may also be due to HEIs needing to justify themselves as being economically significant (Harris, 2007:38).

In addition to finding that all four approaches to internationalisation are included in the Erasmus Mundus initiative's documentation, the documentary analysis also found evidence that the EU was trying to deliberately exert Soft Power and develop Social Capital. As can be seen in the above discussion of the economic approach, the documents showed an attempt to influence the students' decisions or opinions through their attraction to Europe. The documents setting up the Erasmus Mundus initiative state that it aimed to:

ensure that the European higher education system acquires a worldwide degree of appropriate to Europe's major cultural and scientific achievements (European Parliament, 2003:345/1).

This extract echoes the language that Nye (Nye, 2005:11) uses when defining Soft Power. Firstly, Soft Power can be seen in the concept of attractiveness where Europe is seen as an attractive option to students. Secondly, it confirms the use of cultural or academic achievements as playing a role in changing the opinions about Europe (Hill & Beadle, 2014:7). The policy writers at the EU were hoping to effect change through the initiative which extended beyond funding development or providing an education. From the above extract and others like it, there is evidence that the Erasmus Mundus initiative involved a conscious attempt to exert Soft Power.

There is also evidence of a desire for Social Capital from the initiative, particularly in the use of a relational approach to internationalisation. The relational approach is based on the need to form relationships and networks which, in turn, help accrue Social Capital, according to Putnam (2002:4). As was discussed earlier in this chapter, there is less evidence of the relational approach but the category *Third Country Co-operation & International Development* did include some examples of this. However, a key aspect of Putnam's definition of Social capital and networks is 'the norms of reciprocity associated with them' (Putnam, 2002:4). There is some evidence that these relationships are reciprocal in that the initiative should 'contribute to the mutual enrichment of societies' (European Parliament, 2008:340/87). This reciprocal nature and exchange is indicative of Social Capital. However, the reliance on the economic approach to internationalisation in the documentation may undermine this Social Capital, particularly given Ball's suggestion that networks can form part of a neoliberal framework (Ball, 2012:24). Although there is evidence of attempts by the EU to draw on Social Capital it may be undermined by the economic approach to internationalisation which dominates the documentation.

The dominance of the economic approach to internationalisation has implications for how Europe is perceived by the students in the initiative and the ability of the union to exert Soft Power in the future. This is in part due to the negative effect of an economic approach to internationalisation on the ability to develop the Social Capital. Social Capital was defined as 'social networks and the norms of reciprocity associated with them' (Putnam, 2002:4) and relies upon 'institutionalized relationships of mutual acquaintance and recognition' (Bourdieu & Wacquant, 1992:119). In the case of the Erasmus Mundus initiative, such relationships could be seen as being reliant on mutual understanding across cultures or, in other words, the cross-cultural and relational approaches to internationalisation. An economic approach can result in a 'shift away from public and collective values towards private and individualistic values' (Barnett, 2009:3) and therefore the economic approach would undermine the creation of networks or relationships.

7.3 Understandings of Europe

This section will present the findings in relation to the students' understanding of Europe. Based on the analysis of the questionnaires and interviews, there is evidence for all four approaches to internationalisation in the students' experience of Europe. This section will explore the evidence for the students' claim that they understood Europe in an increasingly in a cultural and relational way. At the same time there is evidence that they were increasingly influenced by an economic understanding of Europe and approach to internationalisation, which is one of the findings of this research.

The data will be explored in the context of the literature critically presented in Chapter 2 which discussed the fact there are multiple understandings of Europe. These understandings include seeing Europe as a socio-political union, founded in order to ensure a 'durable peace' through its interventions in multiple policy areas including education, youth and culture policy (Pinder & Usherwood, 2007:29) or an economic union to guarantee prosperity (Keukeleire & MacNaughtan, 2008:30) or a combination of the two. How the students understand Europe and the EU gives an indication of how they experienced internationalisation during their time on the Erasmus Mundus initiative.

The analysis of the questionnaires and interviews, revealed a diverse view of Europe with almost equal numbers identifying a *Common EU Culture* as those seeing the *EU as Separate Countries*. Although, from the questionnaires, 53.1% of respondents identified European culture/values as a reason for joining the initiative and 100% said they had particularly benefited from joining European culture by the end of their experience, it is hard to find an agreed definition about European values or exactly what the students saw as beneficial from the data. 13 out of 23 respondents identified a *Common European Culture* in their replies but, as outlined in Chapter 6, there were large variations in what constituted European culture. Examples of European values from the respondents included a common cultural identity, a welcoming nature, democratic rights, multi-culturalism or disability rights. However, each of

these values was identified by no more than three respondents so there was no dominant understanding of Europe. However, a common element related to how different individuals treat other people either in terms of socio-political freedoms or in terms of working across cultures. A socio-political view of Europe draws on the cross-cultural and relational approaches to internationalisation in that better understanding of different people helps the 'intensification of relationships forged between national cultures' (Crossman & Clarke, 2009:613). This would indicate that the students' experience of Europe was more social and cultural leading to a conclusion that their lasting experience of internationalisation was more founded on the cultural approach.

It is worth noting that free movement or a single currency did not feature in any of the replies, despite these being amongst the highest profile successes of the EU (Pinder & Usherwood, 2007:65) which were designed to promote economic growth. Perhaps this omission is because the respondents in this research still required three visas and three currencies during their period of study on the Erasmus Mundus initiative so they did not personally benefit from these aspects of integration. However, it remains significant from the data that, when asked, the students see Europe as a more cultural and socio-political union which indicates a relational approach to internationalisation. As discussed in the section on the Bologna Process in Chapter 2, the growing awareness in the diversity of Europe may be due to the different approaches and stages of harmonisation in each country of Europe that the students visited. As the students visited multiple countries, this diversity may have only become obvious later in the initiative. Attraction to Europe's diverse culture might indicate that students were influenced by Soft Power (Nye, 2005:11) and, in particular, attraction due to a cultural approach to internationalisation. The students are using the language of cultural awareness and this indicates that the cultural understanding of Europe has been an influence during their time as students on the Erasmus Mundus initiative.

However, undermining the students' claims to see Europe as a diverse mix of culture is that, as discussed in Chapter 3, it is very hard to identify a single set of European values and this

is reflected in the respondents' responses to questions looking at their understanding of Europe. Although Europe is increasingly identified by the students as being about diverse culture there was little to substantiate this understanding when follow-up questions were asked. Just as is the EU policy writers found it hard to define what is European in 'European added value' (European Parliament, 2003:345/3) it is also hard to define the precise attractions of European culture in the student population. If the students are being influenced in some ways by Soft Power as they increase their awareness of the continent and its citizens then precisely what is driving that Soft Power is not clear, whether it is an economic, cross-cultural, relational or educational approach to internationalisation.

Looking at the data related to outcomes from the initiative, the students' understanding of Europe and experience of internationalisation are even less clear. As discussed in 6.3, there is evidence that students were attracted by Europe as a centre for culture and science, as anticipated by the EU (European Parliament, 2003:345/1) with 87.5% of respondents identifying EU HEIs as having particular expertise in SEN, their particular field of interest. From the analysis of the categories *Individual Outcomes* and *Motivations*, it would seem that the students were certainly influenced by the style and type of education they received whilst in Europe and become increasingly aware of the skills they have gained, which draws on a more economic approach to internationalisation (Brine, 2008:344). Indeed, 15 respondents discussed improved research or academic skills in their interviews as opposed to 4 who discussed their gaining knowledge of SEN Theory and Practice. In comparison, the questionnaires showed that 87.5% of respondents said increasing their knowledge of SEN was a reason for joining the programme. This demonstrates a shift in interest from the discipline and SEN being one of the motivators, as shown in the questionnaires, to the academic/research skills being a more important outcome from the initiative, as shown in the interviews. Such a shift in behaviour would appear to indicate that it has not been the academic or cultural which has influenced the participants but something to do with the knowledge they acquired during the Erasmus Mundus initiative.

Therefore, when looking at the students' outcomes from the initiative, there is more evidence that they left with an economic understanding of Europe, despite stating that they saw Europe in a cultural way. When using Soft Power as a theoretical framework to understand what influenced the participants, there is more evidence of an economic understanding and experience of Europe. From the data, the students appear to have been influenced by Soft Power through the education they received and economic values they encountered. The students may have been influenced by the emphasis in EU HEIs on skills which led to a growing awareness that a Masters course does not only provide education in a particular discipline but offers a collection of other academic and social skills.

Soft Power is predicated on attraction to a different culture or system (Nye, 2005:11). The most data-rich category is *Individual Outcomes* which shows the significance attributed to skills and knowledge by students following their time in Europe which appears to have been the most significant element of European culture for the students. Students appeared to have an increased awareness of the European skills agenda after the initiative and this indicates that they were left with a more economic experience of European education and internationalisation than their responses to questions on their understanding Europe might indicate. As the students' understanding of Europe changed from one founded on knowledge and culture to one based on skills and the economy, the elements that contribute to Soft Power attraction also seem to have changed.

The implications of a more economic understanding of Europe for Soft Power are complex. The outcomes of the Erasmus Mundus initiative selected by respondents are more focussed on the individual's financial or career gain which could be detrimental to the development of Social Capital (Putnam, 2002:8) due to less interest in networking. Such networks and Social Capital can be seen as being a tool for future Soft Power. Conversely, there is some evidence that Europe's offer of better skills and the hope of better financial prospects have influenced the behaviour of the students participating in the Erasmus Mundus initiative. This influence or attraction seems to comply with Nye's definition of Soft Power which is 'the ability to get

what you want through attraction rather than through coercion or payments' (Nye, 2005:11). Thus it appears that Soft Power is being exerted within an economic approach to internationalisation.

The data also contains examples of Europe as a location for networking and the development of cross-cultural relationships. For example, students appeared to become more aware of the desire for the Erasmus Mundus initiative to help found longer-term initiatives with 29.6% seeing international collaboration as one of the EU's intended outcomes for the initiative at the start and 84.4% at the end. This aspiration for collaboration was contrasted with the data from the questionnaires, in the *Experience* category, which show that 65.6% of respondents criticised the Erasmus Mundus Masters course for a lack of networking opportunities and 50.0% criticised a lack interaction with EU students. The frustrations in forming links with European students could be seen as a desire to build relationships, consistent with a more socio-political understanding of the EU and Europe and the suggested aim of the initiative to develop Soft Power. The data could also be read as the students realising that there were greater economic opportunities in Europe which would be useful for their future economic security. Both interpretations of the data provide evidence for the potential lasting influence of Europe through Soft Power but do not conclusively show whether there is an economic or socio-political understanding of Europe.

7.4 Experience of Internationalisation

The students' understanding of Europe is one indicator of their experience of internationalisation. However, data collected in a variety of categories provided further evidence for the students' experience of internationalisation. This section will discuss the second part of the second research sub-question which asks what was the students' experience of internationalisation. The section first looks at how their experience of internationalisation was a motivation for joining the initiative. There is then a discussion of the students' experience of internationalisation during the initiative based on data in the categories *Experience* and *Europe*. The final parts of this section look at the lasting experience of

internationalisation based on the outcomes from the initiative from the categories *Individual Outcomes* and *Wider Community Outcomes*.

7.4.i. Motivation & Experience of Internationalisation

The analysis of the motivations of the students has shown that there is a shift in their recalled motivations to a more economic reason for joining the Erasmus Mundus initiative. This is backed up by the finding that many of them had international experience before their participation in Erasmus Mundus and so the Soft Power attraction of Europe started before their arrival.

In the category *Motivations*, the three last codes to emerge from the data analysis were to do with *Previous Travels*, *Previous Studies* and *Previous Networks*. 21 out of 23 respondents had an entry in at least one of these codes which showed far greater international experience than had previously been identified in the questionnaires. One of the selection criteria for the Erasmus Mundus initiative is that students should not have spent more than a year in Europe in the previous five years (European Parliament, 2008:340/94) which was intended to encourage new relationships with Europe. It appears however that many students had experience of living and working outside their home countries, sometimes in Europe, and therefore had experience of internationalisation which in some cases, was over significant periods of time.

The data collected regarding previous international experience suggests that the influence of Europe through Soft Power starts well before they started their studies funded by the Erasmus Mundus initiative. Research suggests that students joining HE initiatives will look more favourably and, indeed, be influenced by their hosts either because they fund mobility or because of their experience during the mobility (Trilokekar, 2010). There is evidence of this economic attraction through Soft Power in the data collected which includes examples of students motivated to join due to the funds available. The data about the motivations shows that the Soft Power of the scholarships affected these Erasmus Mundus students' motivations to apply for such an HE initiative, increasing the students' positive view of Europe. The

analysis indicates that this is an economic attraction to Europe which is in part due to the funding available for participation in the Erasmus Mundus initiative. The attractiveness of Europe is also illustrated from the analysis of the motivations by the high number of students who regarded the initiative as beneficial to their personal development, the high interest in the knowledge that Europe is seen to have created and the value attributed of an EU education system. These attractions draw on the cross-cultural, educational and economic approaches to internationalisation. The data collected emphasises in particular the economic pull of Europe both in terms of the availability of scholarships and the hope for personal gain, cited as some of the top reasons for participating in the initiative. This could show that the Erasmus Mundus initiative is capitalising on the Soft Power of Europe's economic benefits to attract and recruit students.

However, this economic view may be unfair to those who were joining the Erasmus Mundus initiative to improve other children's lives which is a more altruistic motivation, less influenced by the economic approach to internationalisation. In these cases, Europe has some of the Soft Power influence they want 'through attraction rather than through coercion' (Nye, 2005:11). But such an altruistic motivation appears not to be reliant on the development of networks of reciprocity leading to Social Capital but rather on the individuals planning to develop themselves to support their own communities and children. These students are less motivated by the development of professional relationships and, instead, the data shows that only 18.8% of students at the end of the initiative still see their primary motivation as improving the situation of children with SEN compared to 94.1% at the start of the initiative. This indicates that the students' motivation is initially more educational rather than relational or cross-cultural. However, due to the initiatives the motivation of the home context is replaced by a more economic understanding of the benefits.

This increasingly economic motivation can also be seen in the increasing motivation due to personal development. Personal development in order to secure a more senior role was a motivation for 50.0% of respondents at the start of their time on the initiative which had

increased to 96.9% at the end of the initiative. As with the documentary analysis, responses to questions to do with motivation echoed the language of an economic approach to internationalisation and education which focusses on performance rather than, say, knowledge (Harris, 2007:38). A shift to a more economic motivation is further confirmed in that the data reveals a surprisingly low interest in obtaining a degree, which is coded in only 2 out of 23 interviews, and a greater interest in the possibilities that degree offers after completion. Students defined their outcomes by a better job, better delivery of a role or increased pay as a result of the degree rather than the achievement of the qualification itself. This performance driven-approach, although not always linked to individual financial gains, shows parallels with the economic understanding of internationalisation.

Students identifying performance as an outcome from an HE initiative also concurs with a neoliberal view of education which focuses on 'competitiveness, self-interest and [...] celebrates individual empowerment' (Stegar & Roy, 2010:12). Such individual measures of success or outcomes could have damaged the development of Social Capital even before the students arrived resulting in students being less interested during their studies in forming the 'networks of reciprocity' (Bourdieu & Wacquant, 1992:119) required for Social Capital. The emphasis in many of the responses about motivation was on a personal '*experience*' of the initiative. The data from the research shows that very often the dominant experience is not a relational one (Crossman & Clarke, 2009), which might help establish networks but rather one based on economics. Whilst a free market can be seen as having the potential to eradicate poverty through a combination of economic, social and cultural approaches (Clemente, 2007:24). There is less evidence of the social and cultural approaches in this data regarding motivations to back up Clemente's suggestion that the approaches combined. For example, whilst the *Motivations* category includes a code relating to those who explicitly stated that they were looking to *Improve SEN Children's Lives* this was only mentioned by 7 out of 23 interviewees. This appears to be an example of Soft Power with European policies and practices motivating students participating in the Erasmus Mundus initiative to create changes

in their home countries for what the EU documentation labels the 'mutual enrichment of societies' (European Commission, 2008:340/87).

When examining the motivations of the students in the initiative there is evidence that an economic approach to internationalisation encouraged participation. There is evidence that the motivations for some became more economically driven during their time studying with the Erasmus Mundus initiative. The data indicates a shift by the Students away from being attracted to Europe for academic knowledge or cultural attraction. Instead there is an increase in those looking for academic or research skills or more economic gains. This shift to an even more economic approach to internationalisation confirms a more neoliberal rhetoric due to the Erasmus Mundus initiative as this confirms the idea that degrees are 'conceived and reduced to information and to indicators of performance' (Harris, 2007:38).

7.4.ii. Experience of Internationalisation during the Initiative

This section now examines the students' experience of internationalisation during their time on the initiative. The research has found that this is evidence of a relational approach to internationalisation during the initiative, particularly when using Social Capital to look at the relationships which have been developed. The section draws on the analysis of the categories of data in *Experience* and *Europe* which provided evidence for the cross-cultural and relational approaches to internationalisation with codes focussing on relations between students and the changing understanding of different cultures. Mutuality is a key part of this form of internationalisation (Knight, 2004:24) and this category demonstrates evidence of examples of when mutuality broke down and was developed during the time the students were studying. Mutual trust helps build the 'networks of reciprocity' (Bourdieu & Wacquant, 1992:119) required for Social Capital as both parties feel they are benefiting and contributing to the relationship.

There are examples from the analysis of where the relational approach to internationalisation did enable students to develop Social Capital and resulted in the students' experience of

internationalisation being based on a relational approach. Examples of a relational approach to internationalisation include critical academic friendships which were nurtured as part of the tuition during the study and based on an academic model of exploring, informing, encouraging, exchanging and modelling (van Swet et al., 2009:3). This model of academic friendship was specifically mentioned by three respondents and the sharing of academic knowledge was raised by 12 out of 23 interviewees, all coded in the *Experience* category. Exchanges of academic knowledge were cited as one of the main benefits of building relationships in a diverse cultural group. These practices of academic friendship and exchange have been continued after the completion of the initiative by some of the groups and were specifically referenced by Respondents IXQT, TP, QR and NC. Particular academic practice during the initiative have, then, led to some of examples of long-term Social Capital based on approaches which work across cultures and are based on developing relationships of trust which will be explored in section 7.4.iv below.

A negative relationship or cultural experience can leave people unlikely to build the necessary links or networks to enable Social Capital and therefore the students have not benefited from the initiative's attempts to draw on a relational approach to internationalisation. The *Experience* category contains a code which identifies a lack of contact with European students as a problem with the initiative which may have had a prohibiting impact on the development of Social Capital and the ability of the students to have a relational experience of internationalisation. In addition, there are examples of *Culture Clash* when individual students did not get along. This was coded on ten occasions in the interviews with respondents commenting that '*there was actually a lot of bullying*' (Interview, Respondent GC) or that they felt like a '*black sheep*' (Interview, Respondent TLST) as they were isolated for their opinions or different cultural background. This was often attributed to the diverse cultural mix of the group, as in the case of Respondent FY's experience which was presented in section 6.4.ii. The student found that cultural and gender differences left her excluded. This example highlights that cross-cultural and relational approaches to internationalisation can be detrimental to the development of Social Capital. From the interview extract above, there is

evidence that the cross-cultural approach to internationalisation may have meant people from certain cultural groups grouped together in order to exclude others, in what Putnam calls bonding networks which are 'limited within particular social niches [and] are at greater risk of producing negative externalities' (Putnam, 2002:10) so that the intention of a relational approach to internationalisation had failed to deliver the relations intended by the EU due to the development of sub-groups within a cohort, each with their own Social Capital.

Social Capital developed amongst one, culturally similar, group can be seen to be excluding those who are different in terms of gender, race or culture. Those excluded from this group will have a different experience of Social Capital development and, indeed, the data implies they look more negatively on the whole international experience of the Erasmus Mundus initiative. Social Capital can be a negative force, too, excluding those who do not belong by further strengthening the already powerful (Putnam, 2002:8) and only working for those 'in socially important positions' (Bourdieu, 1977:503). In all of the cases above, the exclusion appears to be due to gender, race or age and although those issues were not specifically explored in this research, they can be seen as playing a role in the possibilities for developing Social Capital. If, as suggested from the documentary analysis, the EU is trying to develop Social Capital in order to exert Soft Power, then the 10 cases of cross-cultural clashes during the initiative show that such an approach to internationalisation may not deliver the intended outcomes. The attempt of the EU policy writers to draw on the relational approach to internationalisation has failed in these cases due to the difficulties in forming relationships. The relational approach to internationalisation has not always led to the positive student experience the EU policy writers anticipated.

This section illustrates that there is some evidence in the data that different forms of Social Capital can be a result from the Erasmus Mundus initiative. One of the risks highlighted about such initiatives is that without proper consideration initiatives 'run the risk of interventions and reforms that may not ultimately make a positive contribution' (Schendel et al., 2014:7) and attempts to build attraction through Soft Power can end up developing aversion to a particular

culture (Hill & Beadle, 2014:7). The data presented here reflects examples of both Bridging and Bonding Social Capital as well as occurrences when Social Capital was not developed due to a lack of networking opportunities with Europeans. The analysis shows that the relational approach to internationalisation can lead to a both positive and negative experience of internationalisation by the students. Research often emphasises more positive examples of Social Capital from HE initiatives (Temple, 2006; Trilokekar, 2010). This research provides data which suggests that there are examples of other types of Social Capital including those which can be seen to contribute less to the development of influence or Social Capital.

7.4.iii. Individual Outcomes & Experience of Internationalisation

When coding the outcomes from the initiative identified in the interviews, there were 9 separate ways, identified by the respondents, of *Individual Outcomes* on their lives. This contrasted with only 5 ways identified in which the initiative had had outcomes which affected their *Wider Communities*. It is clear that, as with the motivations, respondents focussed on the individual benefits of studying in Europe as part of the initiative so this is where this discussion will turn first which leads to the finding that many of the benefits and much of the experience of internationalisation for the students came from the economic approach to internationalisation.

When examining the *Individual Outcomes* category, 15 out of 23 interviewees identified better academic skills as an outcome from their studies, 6 a change in career or direction and 9 have continued on to further studied. All the respondents were able to list a number of positive individual outcomes from the initiative to do with their work or life experience since participating in the Erasmus Mundus initiative. As discussed in Chapter 3, attempts to determine a quantitative, economic value of exchanges has often found that the financial gains are minimal to the individual (Stonkhorst, 2005; Messer & Wolter, 2007; Brux & Fry, 2010), though some recent research has found that there is a link between HE and higher income in low-income countries (Schendel et al., 2014:7). This research provides no evidence about any financial gain as this was not part of this research but concurs with Messer & Wolte that

‘the personal gain must be so high that it is capable of compensating for the personal costs of [...] this exchange experience’ (Messer & Wolter, 2007:661). The data shows that there is a perceived gain from participation in the initiative with 62.5% of respondents to the questionnaires believing that there has been a positive impact on their career, although none explicitly stated that they were now earning more.

As with the students’ motivations, many of the students’ measures of success are based on personal performance and are linked to an idea of skills which echoes the intended outcomes listed in the Erasmus Mundus initiative’s documentation in the code *Skills Agenda & Knowledge Economy*. There is a particular resonance again with an economic experience of internationalisation which, in Chapter 3, was defined as having the following indicators: ‘growth in mutual understanding, the migration of skilled labour, revenue generation and capacity building’ (Hughes, 2008:112). Each of the codes in the *Individual Outcomes* category link to the above definition. The four codes *Academic skills*, *SEN Theory*, *Communication Skills* and *IT Skills* show that the students perceive that they are better skilled to help change their country which links to both the ‘migration of skilled labour’ and ‘capacity building’ elements of the definition. These skills are also about improving the career opportunities or personal income generation of the students. In addition, the three codes *Further Study*, *Return to job* and *Change in Career/Direction* provide partial evidence of individual opportunities for ‘revenue generation.’ Finally, the codes *Personal Friendships* and *Individual Change in Outlook/Cultural Awareness* show growth in ‘mutual understanding’ as an outcome from the initiative. The coding shows that when defining their outcomes, students were drawing on some of the elements of an economic approach to internationalisation. Furthermore, as with the motivations, the analysis of the outcomes indicates that a European education has been attractive to students and influenced their definitions of success which concurs with the use of HE as a tool for Soft Power, as suggested by Trilokekar (2010). International HE can put students in contact with alternative view points and experiences which they may find attractive.

Within the *Individual Outcomes* there is some evidence that relationships may have been an outcome due to the inclusion of *Personal Friendships* and *Individual Change in Outlook/Cultural Awareness* in the outcomes with both codes recorded in 15 out of 23 interviews. This indicates the possibility of Social Capital accruing between the students as they were aiming to keep in touch with their colleagues. Social Capital, though, requires continued investment and as the data shows that the level of interaction between former students decreased the more time had passed since their graduation. Once accrued, if the network of reciprocity is not invested afresh, then the Social Capital may diminish.

The analysis of the individual outcomes also found that many of the students did not return to their home country, instead extending their period of stay overseas with further study or new jobs rather than using their new networks of reciprocity to deliver change at home. When examining this finding using Soft Power as a theoretical framework, it appears that any influence or attraction Europe has on the students may not extend to the communities and countries from which the students came from if they have not returned there. This means that the EU policy-writers fear of a 'brain drain' (European Parliament, 2003: 345/2; European Parliament, 2008/84) has materialised and that there is less chance of wider influence through Soft Power in order that there is the 'mutual enrichment of societies' (European Commission, 2008:340/87). Societies will not be enriched equally if students do not return to their home countries after participation in the Erasmus Mundus initiative. However, the number of students choosing to stay in Europe indicates that they were attracted and influenced by European culture through the Soft Power exerted through the initiative. When examining the behaviour of students after the initiative, Europe has influenced the behaviour of students. As a result of the economic approach to internationalisation the students encountered, the benefits of their participation in the Erasmus Mundus initiative are seen at an individual level which suggests that a neoliberal rhetoric are at work in the students' stories and experiences, as they focus on 'competitiveness, self-interest and [...] celebrates individual empowerment' (Stegar & Roy, 2010:12). This research is, in part, confirming the role of neoliberalism as one of the lasting influences from the initiative.

7.4.iv. Wider Community Outcomes & Experience of Internationalisation

As seen in the example of the critical friends' networks as an output of the students' *Experience*, the data reveals some examples of *Wider Community Outcomes* which are more indicative of a relational or cross-cultural approach to internationalisation. This research has found fewer examples of such an experience of internationalisation than the more economic approach to internationalisation. The outcomes from the initiative on occasion extended beyond exchange of knowledge and codes included *Use in Classrooms*, *Disseminate Learning*, and *Project/Collaboration*. The data analysed in these codes showed that students used skills or knowledge acquired during their studies their home context but many of the interviewees were clear that they were not copying European practices directly into their work but instead students, such as JMEP cited in 6.4.iv, used their experience in Europe as an inspiration for change in his home country. This can be seen as European Soft Power acting on the students as they are 'admiring its values, emulating its example' (Nye, 2005:12). This is an application of the education that students received in Europe in their home contexts and shows an educational approach to internationalisation where the curriculum has been designed so that it can be of relevance to other circumstances (Knight, 2004:11). However, the data shows that the students were not intending to copy Europe's practices but rather were influenced by Europe. Furthermore, respondents such as QR were influenced by practice in the Netherlands. Soft Power was not just because of interest in Europe but also due to the practices in individual countries. This links back to the students' understanding of Europe as individual states, as discussed in 7.3, so the Soft Power may be at nation state level rather than at EU level. The data does not illustrate where any influence comes from but it indicates that attraction to Europe and the resulting influence was happening at multiple levels as a result of the initiative when examining outcomes in the wider community of the students.

There is also evidence in the *Wider Community Outcomes* category of a relational approach to internationalisation resulting from the Erasmus Mundus initiative as various respondents

have been 'able to work together to achieve things that they either could not achieve by themselves or could only achieve with great difficulty' (Field, 2008:1). Respondent TP quantified the extent of his/her network by stating she had 250 email contacts because of the Erasmus Mundus initiative with whom she regularly exchanged news updates but only had an in depth, sometimes academic, exchange of practice with a smaller number. Within the *Wider Community Outcomes*, there were 16 examples of such academic or professional exchange which seemed to imply substantial Social Capital having been built between the students. Such exchanges are evidence of how a cross or inter-cultural approach to internationalisation provides the skills to work between cultures and develop the Social Capital required to build on the relational experience of the initiative. The wider outcomes from the initiative are examples of where intercultural work 'requires engagement and can involve creative abilities that convert challenges and insights into innovation processes and into new forms of expression' (Kim 2009a:396). For the accrued Social Capital and relational/cross-cultural approaches to internationalisation to be benefited from, further engagement and effort was required but the initiative provided the skills and networks for this to happen.

Indeed, networking was a priority from the initiative with 29.4% wanting to establish links with an EU institution at the mid-way point of their studies and 40.6% at the end of the initiative. The proposals for links or networks varied in their scale and ambition from the straight forward exchange of journal articles by Respondent JMEP to the desire to establish EU funded networks in Kenya involving Respondent PRDS. There was evidence of networks working together on EU funded projects in 5 African Countries, the Caribbean, India and Malaysia. These partnerships indicate of a relational approach to internationalisation in that these people are working together to achieve things that would not be achieved independently (Field, 2008). There is more than the communication or translation between cultures seen in a cross-cultural approach to internationalisation but a more in-depth relationship based on shared goals, confidences and outcomes. There must be a substantial build-up of Social Capital for such projects to take place following on from the initiative. It is unclear the role, though, that the initiative played in developing the Social Capital other than facilitating the introduction of the

various parties in the follow-on projects. This sort of sustained relationship with Europe, with the Erasmus Mundus initiative's students still attracted to working with Europe, hints at the exertion of Soft Power after the completion of the initiative.

The data regarding the increased interest in development, backed up by the existence of a variety of partnerships, is similar to the aims of the EU in the category *Third Country Co-Operation & International Development*. Within this category, one of the objectives of the initiative was 'to contribute to the mutual enrichment of societies' (European Parliament, 2008:340/87); this enrichment indicates both an economic aim to do with poverty reduction but also about developing and improving societies. The data presented in 6.4.iv indicates that students were increasingly aware of the role in international development intended for the Erasmus Mundus initiative. What can be seen is a growing interest in the possibilities of an educational approach to internationalisation. This increasing attraction and buy-in to education as a development tool is also an example of how the opinion of Europe is changing the opinions of the students in the initiative and, therefore, a further example of Soft Power at work through the initiative.

In total, 59.4% of respondents had established collaborations with Europe and 56.3% with other countries though these vary greatly in their complexity. There are indications that some students, such as Respondent TP, were better at developing the necessary Social Capital to sustain partnerships and networks than others. Respondents GC, LCN and UAQ also suggest that one of the key issues preventing them from capitalising on their time as students on the initiative and the Social Capital which had been developed was a lack of finance. Without sustained investment of either time or finances, then the Social Capital developed during the students' time in Europe seems to gradually deplete. The depletion of Social Capital might be evidenced in the response rates to requests for interviews for this research. The most recent cohort had a higher response rate of 40.0% compared to those who finished 5 years previously of which 11.5% responded. Those who had finished more recently could be seen as still having greater Social Capital investment with the Erasmus Mundus initiative. Those who had

completed their studies up to 5 years previously were less interested in the initiative, demonstrating that perhaps any Social Capital had dissipated.

Within this cohort, it was mainly those with partnerships following-on from the Erasmus Mundus initiative who replied where there had been investment in maintaining or further accruing Social Capital. Where there had been fresh investment in time or money from the EU so a higher level of Social Capital had continued. As discussed in Chapter 3, there has to be continued learning if multi-cultural awareness is to continue (Race, 2011:7) and this data confirms that in the field of international and cross-cultural relations. The need for continued learning also concurs with Crossman & Clarke's suggestion that internationalisation requires 'ongoing effort that results in the intensification of relationships forged between national cultures' (Crossman & Clarke, 2009:613). The word intensification implies that there is an increase in effort required for sustained internationalisation.

Although the relational approach to internationalisation has produced a more far-reaching set of outcomes, as detailed in the category *Wider Community Outcomes*, it is a less significant experience of internationalisation for the students than the economic approach which dominated the *Individual Outcomes*.

7.5 Impact of the Initiative on the Experience of Internationalisation

The analysis of the data collected to answer the first two research sub-questions helps answer the third research question which explores the impact of the Erasmus Mundus initiative on the experience of internationalisation of the students. There are three particular findings. Firstly, there appears to be a similar dominance of the economic approach to internationalisation in both the Erasmus Mundus initiative's documentation and the experience of internationalisation of the students. Secondly, there are examples of where the relational and cross-cultural approaches to internationalisation can be seen in the experience of internationalisation which may have been facilitated by the initiative. Finally, although the economic experience of

internationalisation could be attributed to the initiative, this research has found that there have been other influences on the student experience, too.

The documentary analysis found that the economic approach to internationalisation was most common in the Erasmus Mundus initiative documentation which confirms the opinion that:

HE has become an indicator of economic competitiveness and the internationalization of HE is often regarded as an innovative response to external marketing opportunities (Kim, 2009a:396).

This competitiveness may have also impacted on the experience of internationalisation of the students. The analysis of the motivations and individual outcomes in this chapter has found that the students were increasingly aware of skills and the individual benefits of participating in the Erasmus Mundus initiative. In addition, there is evidence that the students were attracted to an economic understanding of Europe. The economic experience can be seen in the *Motivations* and *Individual Outcomes* as, by the end of the initiative, many students were measuring their performance relative to employment, skills or personal benefits from the initiative. Interest in employment and skills is an outcome related to the initiative and therefore, the initiative seems to have influenced the students' behaviour. Studying and spending time in Europe has shaped the opinions and mind-set of the students participating in the Erasmus Mundus initiative and, according to Nye, such economic influences form a part of Soft Power:

Soft power rests on the ability to shape the preferences of others. A country may obtain the outcomes it wants in world politics because other countries – admiring its values, emulating its example, aspiring to its level of prosperity and openness – want to follow it (Nye, 2005:12).

The data coded in the *Individual Outcomes* hint at an interest in prosperity and include *Further Study*, *Return to Job* or *Change in Career/Direction* due to the initiative. These outcomes would not have been possible without the initiative so there is a partial link between the initiative and the economic approach to internationalisation.

There was more limited evidence of the influence on the student experience of the educational, relational and cross-cultural approaches to internationalisation referred to in the Erasmus Mundus initiatives. When using Social Capital to frame the discussion, the initiative can be seen to have played a role in creating 'networks of reciprocity' (Bourdieu & Wacquant,

1992:119). The initiative helped facilitate relationships and, in particular, the initiative helped the accrual of Bridging Social Capital by bringing together diverse people from diverse backgrounds. Examples of Bridging Social Capital are seen in the projects and networks listed in the category *Wider Community Outcomes*. As Halpern remarks, EU initiatives are particularly good at developing Social Capital as they 'are aimed at building up a fabric of personal relationships, shared languages and understandings – transnational bridging social capital in short' (Halpern, 2005:182). The time the students spent studying in Europe as part of the Erasmus Mundus initiative helped fostering partnerships and collaborations. The Erasmus Mundus initiative may in these cases have been used by the EU 'to influence the behaviour of others and obtain outcomes through attraction and coercion' (Hill & Beadle, 2014:6).

The initiative can also be seen to have had a less positive impact on the students' experience due to the relational approach to internationalisation, too. As identified in the *Experience* category there were examples of negative Social Capital, illustrated by suggestions of bullying. Furthermore, the impact of the Erasmus Mundus initiative and its relational approach to internationalisation has been time sensitive with many of the relationships fading out over time. With additional investment, the Social Capital developed during the initiative have been continued and further increased

The categories relating to *Experience* and *Europe* show that when asked, students discuss a Europe based on culture and networking and were looking to build relationships which might be expected from a relational experience of internationalisation. One of the reasons that Social Capital may have failed in certain circumstances was the dominance of an individual's personal objectives and outcomes in certain cases due to the dominance of an economic understanding of internationalisation. Therefore, the impact of the economic approach to internationalisation in the initiative may have been detrimental to the relational approach which was also identified in the Erasmus Mundus initiative documentation. The competing priorities of the initiative and approaches to internationalisation may have cancelled each other out.

The third finding relating to the impact of the initiative may be that it was not only the initiative which was impacting on the experience of internationalisation. The parallels between the documentary data and respondent data indicate that preferences may have been influenced by the initiative but this would be one amongst many influences which could include the socio-cultural & political frameworks of the countries, HEIs and students which were encountered. For example, students talked of specific countries having had an impression on them or the ability to travel around Europe. The experience that the initiative opened up to the students may have been as powerful as the initiative itself. In addition, it became clear from the interviews that the experience of internationalisation before the initiative varied from person to person but many of the students had already travelled or networked internationally so this will have had an impact on their experience of internationalisation.

There is evidence of all four approaches to internationalisation in the data about the students' experience but the impact of the economic approach is particularly evident. This gives tentative evidence that students have become increasingly influenced by an economic approach to internationalisation and increasingly attracted to Europe due to this, showing some of the hallmarks of Soft Power attraction. Evidence of the relational, cross-cultural and educational is much less concrete and there is evidence of varying amounts of Social Capital as a result. It is possible to see Soft Power being exerted as a consequence of the Erasmus Mundus initiative in the identification by students of skills coming from the initiative and outcomes based on performance. Soft Power may also be seen in the resulting development of Social Capital, creation of international networks and, possibly, the promotion of EU socio-political values in follow-on projects. Therefore, in conclusion, the Erasmus Mundus initiative has had an impact on the experience of internationalisation of its students which is largely economic but there is evidence of other influences, particularly the cross-cultural and relational. However, the experience of internationalisation can only be attributed to the initiative.

7.6 Concluding Comments

This chapter has critically discussed the data presented in Chapter 6 in the context of the literature review and policy context presented in Chapters 2 and 3 respectively. The analysis shows that there is varying evidence of each of the four approaches to internationalisation and some examples of the development Social Capital. This has led to the finding that it is possible to claim that Soft Power has influenced some of the students in the initiative and their experience of internationalisation. Chapter 8 will draw conclusions from this research, examine the scope and limitations of the research and offer some suggestions as to further research agendas following on from this discussion.

Chapter 8: Conclusions

8.1 Introduction

This chapter presents conclusions from the research based on the analysis in Chapter 7, drawing on the evidence from the data collected during the research. As with Chapters 6 and 7, this chapter is structured around the three research sub-questions but will show how these join together in order to answer the overall research question. This research aimed to provide an understanding of the experience of internationalisation of students on a specific EU initiative, in this case an Erasmus Mundus Masters course in inclusive education. Firstly, the chapter will present the conclusions and findings about the approaches to internationalisation drawn on by the EU in the development of the Erasmus Mundus initiative. Secondly, the chapter will present conclusions relating to the understanding of Europe and experience of internationalisation for the students. In order to answer this question, Social Capital and Soft Power theories were used as a critical framework. Finally, the chapter discusses the contribution to knowledge based on the impact of the initiative on this experience of internationalisation. Having presented the findings and conclusions to do with each of the research sub-questions, the limitations of this research will be discussed followed by some suggestions for future research.

8.2 Approaches to Internationalisation

This research when examining the approaches to internationalisation has two findings. Firstly, that there is evidence of four approaches to internationalisation in the documents which created the Erasmus Mundus initiative but that these approaches are dominated by the economic approach. Secondly, this research has found evidence that the EU is making a deliberate attempt to exert Soft Power and develop Social Capital.

From an initial reading, four approaches were identified and have been the focus of this research: the economic approach which is defined as 'growth in mutual understanding, the migration of skilled labour, revenue generation and capacity building' (Hughes, 2008:112). The analysis of the Erasmus Mundus initiative documentation identified examples of each

characteristic of the economic approach to internationalisation in Hughes' definition. The analysis found a commitment to the *Skills Agenda & Knowledge Economy* which showed that students were expected to value the skills or career benefits of the initiative which is reflective of the 'migration of skilled labour' (Hughes, 2008:112); *Third Country Co-operation & International Development* was often measured in terms of economic growth or poverty reduction, reflecting the element of 'capacity building' in Hughes' definition (Hughes, 2008:112); and *European HE Harmonisation* was, in part, driven by the Lisbon Agenda which was linked in Chapter 3 to the economic approach and to making more of a market for HE which echoes 'revenue generation' (Hughes, 2008:112). Given the current neoliberal rhetoric, it was partially expected that such an initiative would be driven by profit generation (Ball, 2012:24). Indeed, the data provided evidence of the growing strength of the economic approach and neoliberal rhetoric with the aspiration of creating a 'knowledge society' (European Parliament, 2003:345/1) through the first phase of the Erasmus Mundus initiative becoming replaced in the second phase by 'knowledge economy' (European Parliament, 2008:340/90).

Such a finding of an economic approach to internationalisation becoming increasingly dominant in the Erasmus Mundus documentation is countered by evidence of three other approaches to internationalisation. For example, evidence for the cross-cultural approach which allows students to 'share ideas, information and knowledge, and participate in discussions and debate across traditional borders' (Middlehurst & Woodfield, 2007:14) was found in the analysis in relation to the *Skills Agenda & Knowledge Economy*. The sharing of ideas is one of the intended outcomes for the initiative which aimed "to promote dialogue and understanding between peoples and cultures' (European Parliament, 2003:345/3). The relational approach takes this a stage further and is defined as 'the intensification of relationships forged between national cultures' (Crossman & Clarke, 2009:613) and this was evidenced by references to co-operation and collaboration within the Erasmus Mundus initiatives' documentation. The third approach was the educational approach to internationalisation of HE which relies on:

the broadening of perspectives on teaching, learning and scholarship, the incorporation of specific cultural and scientific skills not generally available in the home context, the building of tolerance and understanding amongst staff and students and the revitalising of language instruction programmes (Welch, 2006:324).

This approach was less well evidenced in the documentary analysed. However, the aim of the Erasmus Mundus initiative to share 'Europe's major cultural and scientific achievements' (European Parliament, 2003:345/1) is indicative of the educational approach to internationalisation. This research also found that these three other approaches to internationalisation also help underpin the economic approach to internationalisation. For example, cross-cultural dialogue and better relationships between countries can help deliver trade for the EU or better work opportunities for the individual. The educational approach often emphasised skills which is seen as part of a more economic understanding of education (Brine, 2008:344). So this research has identified that in the case of the Erasmus Mundus initiative, although multiple approaches to internationalisation can be seen, the dominant approach and discourse is that of the economy.

The second finding of this research was that the EU was using Erasmus Mundus to exert Soft Power and accrue Social Capital. From the documentary analysis, it emerged that the EU was using a combination of these approaches to influence the students. HE initiatives have been identified as being used to create Soft Power (Hill & Beadle, 2014; Trilokekar, 2010; Nye, 2005) and the Erasmus Mundus initiative is seen as using Soft Power which is defined as 'the ability to get what you want through attraction rather than through coercion or payments' (Nye, 2005:11). Social Capital can be seen, in part, as producing secure, peaceful societies (Pinder & Usherwood, 2007:29) capable of economic growth rather than international networks of dialogue and reciprocity in the case of this initiative. The Erasmus Mundus initiative, states that it sought to:

ensure that the European higher education system acquires a worldwide degree of attractiveness appropriate to Europe's major cultural and scientific achievements (European Parliament, 2003:345/1).

This reflects Nye's language in two ways; firstly in the language of attractiveness and secondly in the use of culture to help that attractiveness. The European Commission is trying to change students' opinions of Europe by bringing them to study at its HEIs. This attempt to make

Europe more attractive through cultural and academic initiatives can be seen as evidence that the Erasmus Mundus initiative was being used to produce Soft Power in line with Nye's definition.

The documentary analysis has also shows that the EU was trying to develop Social Capital though evidence for this was less explicit. An interrogation of literature about Soft Power found that it may be reliant on the accrual of Social Capital between the students participating in the initiative: 'social capital — that is, social networks and the norms of reciprocity associated with them' (Putnam, 2002:4). As illustrated by the evidence for relational and cross-cultural approaches to internationalisation, the EU was looking to form relationships across national borders and facilitate cultural exchange through the initiative. There is evidence that these relationships are reciprocal in that the initiative should 'contribute to the mutual enrichment of societies' (European Parliament, 2008:340/87). This reciprocal nature and exchange is indicative of Social Capital, even though that term is not explicitly used.

This deliberate use of Soft Power and Social Capital are linked to the approaches to the internationalisation. The approaches to internationalisation can be seen as helping build the Social Capital by showing Europe as economically and culturally attractive as well as helping accrue Social Capital by drawing on the cross-cultural and relational approaches to internationalisation. The findings about the four approaches to internationalisation, and Soft Power and Social Capital, are therefore significant to the experience of internationalisation for the Erasmus Mundus initiative's students.

Following their identification as part of the documentary analysis, the inclusion of Soft Power and Social Capital as part of the theoretical framework for the research helped provide new perspectives when analysing the data. For example, in the creation and discussion of figures 1 to 3 in Chapter 5, Soft Power and Social Capital provided a paradigm through which to critically assess the data.

By including it in the literature informing the Grounded Theory analysis, Soft Power provided a way of assessing the motivations and influence of the EU in creating the Erasmus Mundus initiative. However, due to the definition of Soft Power being ‘the ability to get what you want through attraction through coercion or payments’ (Nye, 2005:11), the theory raised two key issues. Firstly, from the documentary analysis, it is not easy to understand what the EU wanted to achieve, let alone then to answer whether the EU actually ‘got what it wanted’. Secondly, given the variety of the influences impacting on the students, it is hard to identify whether the university, the nation state or the EU, each with their respective values and attractions, was at work. So, whilst a useful tool to act as part of the theoretical framework, Soft Power was most useful when combined with the approaches to internationalisation as the approaches gave economic, relational, educational and cross-cultural indicators to look for to identify both any Soft Power and the students’ experience of internationalisation.

Social Capital was a useful element of the theoretical framework as it provided a way of joining together the various approaches to internationalisation. Using the definition of ‘social networks and the norms of reciprocity associated with them’ (Putnam, 2002:4) enabled me when coding the interviews and questionnaires to look for the existence of relationships or networks. What was harder with Social Capital was being able to assess the depth or quality of the relationships. However, Putnam’s discussion about bridging and bonding Social Capital (Putnam, 2002:10) provided a way of understanding that not all Social Capital is positive and provided a theoretical framework for analysing the different types of relationship and distinguishing between the approaches to internationalisation. Therefore, both Social Capital and Soft Power helped contribute to the understanding of the data and understanding the experience of internationalisation but particularly within the wider theoretical framework of the approaches to internationalisation.

8.3 Experience of Internationalisation

Having found that the initiative was drawing on the economic approach to internationalisation and both Soft Power and Social Capital, the research looked at the experience of

internationalisation of the students, using Soft Power and Social Capital to frame the analysis. The influence of the initiative was examined in two particular areas: firstly in the students' changing understanding of Europe and, secondly, in their experience of internationalisation through the initiative. This research found that students were influenced by the economic approach to internationalisation which is evidenced by the increasingly economic understanding of the Europe, that the students are more motivated by economic benefits at the end of the initiative and that many of the outcomes for the students focus on the personal, often financial, gains from their studies. However, the research also found evidence of the relational and cross-cultural approaches to internationalisation as having a significant impact for some of the students. When discussing their understanding of Europe, certain students have an increased appreciation of the continents' diverse cultures. Furthermore, there are examples that some relationships and networks were formed, particularly when examined from a Social Capital perspective, and these networks influenced some of the outcomes from the initiative. This section will take these two findings in turn.

There was evidence of the economic approach dominating the experience of the Erasmus Mundus initiative's students, firstly due to their changing understanding of Europe. When questioned on arrival, motivations focussed on European culture or a desire for particular knowledge (Appendix 7, Table 8, Pilots Q1) indicating the relational, cross-cultural or educational approaches to internationalisation. When asked to recall their motivations at the end of the initiative, students emphasised skills and personal development (Appendix 7, Table 15, Final A1) which indicates a more economic response. This change in the motivations highlights a shift in the understanding and experience of internationalisation due to the time in Europe. The influence of the time in Europe via Soft Power could be to make students more aware and attracted to the economic benefits of HE.

When looking at the individual outcomes, there was some evidence that students had been influenced by EU education due to their increased awareness of skills as an outcome from their studies and many feeling that their time in Europe had been beneficial to their career or

professional development. This indicated a more economic appreciation of their experience, based on the financial gains but also that Europe had influenced their understanding of education. This economic approach is also seen when examining the outcomes as the primary benefits of studying in Europe related to various types of skills learnt (Appendix 7, Table 19, Final B5). An increased economic awareness of the benefits of education may be indicative that students, at the end of their time in Europe, had encountered an education system which valued competencies (Brine, 2008:344) and measured degree success on performance (Harris, 2007:38), factors which show a more economic perception of HE. This evidence of a shift towards a more economic understanding of Europe and experience of internationalisation after the initiative, can be seen to be due to the neoliberal rhetoric which students encountered when they were in Europe which emphasises 'competitiveness, self-interest and [...] celebrates individual empowerment' (Stegar & Roy, 2010:12). This growing awareness of the economic approach may be due to rise of neoliberalism in Europe.

Although the dominant influence of the economic approach to internationalisation can be seen throughout the student experience of the Erasmus Mundus initiative, this was not the only experience. There is evidence of an increasing awareness of a socio-political view of Europe, with many students attracted by Europe's cultural and academic heritage with 53.1% of respondents identified European culture/values as a reason for joining the initiative (Appendix 7, Table 17, Final A3) and 100% said they had particularly benefited from joining European culture (Appendix 7, Table 21, Final B7). This indicates a more socio-cultural view of Europe, reliant on a cross-cultural approach to internationalisation but the precise aspects of Europe which were important to the students often remained undefined. .

This research also found a desire for a relationships and networks as an outcome from the initiative. When the data was analysed looking for either Bridging or Bonding Social Capital (Field, 2008:73; Halpern, 2005:19; Putnam, 2002:10) a variety of relationships and networks were identified. Social Capital helped identify elements of a more relational approach to internationalisation. This research found that there was a lack of opportunities for students to

form networks and bridges with Europeans with 65.6% wanting more networking opportunities and 50.0% wanted to form relationships with students from Europe (Appendix 7, Table 24, Final B10). Further examples of Bridging social capital, and therefore the relational approach to internationalisation, were found in that almost two thirds of interviewees (Appendix 9) were involved in networks, exchanges of professional good practice or collaborative partnerships funded by Europe; also 15 out of 23 interviewees (Appendix 9) students highlighted that personal friendships were a consequence of the initiative, along with a broader view of culture, as indicated by the code *Change in Outlook/Cultural Awareness*. However, some of these benefits from the initiative are focussed on the individual and what they could gain from their relationships. Such a transactional view of relationships indicates a neoliberal, economic influence, too. Overall, this research has found that the relational approach identified in the documentary analysis seems to have resulted in some Bridging Social Capital as the initiative brought together people from different backgrounds (Putnam, 2002:10) and this resulted in continued influence for Europe in these cases.

However, there were also examples of Bonding Social Capital, bringing people from the same background, gender or race together to the exclusion of others (Putnam, 2002:10). In the interviews there were 10 examples coded as *Culture Clash* and some respondents referred to bullying within the group. Research into Social Capital in HE has typically focussed on the more positive Bridging Social Capital (e.g. Halpern, 2005:182) which can be used for development of longer lasting relationships. However, this research provides evidence of both of Putnam's types of Social Capital and the possibility for a negative experience of internationalisation with no or minimal follow-on attraction or influence.

This research has found that the experience of internationalisation of the students on this particular Erasmus Mundus Masters course was largely economic but there is evidence of a relational and cross-cultural approach in some of the outcomes for the students.

8.4 **Impact of the Initiative on the Experience of**

Internationalisation

This research has shown that following the initiative, the students had different opinions and world views from those at the start of the initiative. There is some evidence that this was due to the initiative itself, particularly when the data is discussed in the context of Soft Power. The data demonstrating the changes in the perception of Europe of the students shows that they have been influenced by their time in Europe. This research indicates that Social Capital, with continued investment from the EU, appears to have resulted in Soft Power which continues well beyond the end of the initiative, as exemplified by the EU-funded networks created amongst the former students. This Soft Power was also evident in the research in that some 16 out of 23 interviewees (Appendix 9) had been inspired by what they saw in Europe to change policy or practice to do with SEN in their home countries. These behaviour and opinion changes can be seen to be a result of their experiences of internationalisation. The Soft Power of attraction rather than hard power of coercion can be seen to have affected their behaviour.

During the initiative itself, there is evidence from the data collected that the students become more aware of this economic approach due to their increased interest in skills and professional development which could help their personal situation. This research has found evidence of both harmful Bonding Social Capital which excluded some students and positive Bridging Social Capital which have resulted in personal friendships and professional collaborations. Studying in Europe has influenced the type and style of relationships the students formed by showing collaboration positively through the initiative. This is evidence of Soft Power working through the Erasmus Mundus initiative.

Given that the analysis of the Erasmus Mundus initiative's documentation showed that the economic approach dominated the design of the initiative and the experience of the students on the initiative was also predominantly economic, there appears to be a relationship between the initiative and the students' experience of internationalisation. From the data collected in the interviews, the data shows that more students were left with a revised view that Europe is

made up of separate countries than identifying a common EU culture (Appendix 9) and there was a more economic view of Europe. This was significant for the development of Soft Power as it remains unclear the extent to which Europe has a single proposition that others would want to follow due to 'admiring its values, emulating its example, aspiring to its level of prosperity and openness' (Nye, 2005:12) which are seen as key tools for the development of Soft Power. Whilst the EU claims that HE, through this initiative, can offer a 'distinct European added value' (European Parliament, 2003:345/3) that distinctiveness remains undefined in the policy documentation. In a similar way, the data collected for this research shows that students from the initiative struggled to see the distinctiveness of Europe, more often seeing Europe as a collection of different countries rather than a single entity. Some of the common features that could be identified related to skills, looking for personal gains and greater interest in the financial benefits of study. The initiative has helped foster a more economic view of Europe as well as reflecting the broader neoliberal culture. This research has found new evidence of the increasing competitiveness seen in EU HE (van der Wende, 2003:201).

Yet, this research also found that this experience of internationalisation was not just due to the initiative. This research, in particular, uncovered in 21 out of 23 interviews that there had been previous international experience (Appendix 9). This indicates that Europe was already influencing decisions which were helping to motivate people to join an initiative. This builds on some of the current research into Soft Power and international HE initiatives which tends to focus on the development of Soft Power during the initiative (e.g. Temple, 2006; Stroud, 2008) or the role the very creation of HE initiatives play in changing outside perceptions of a country (e.g. Trilokekar, 2010). This indicates that Soft Power was being exerted before arrival which was then built on during the initiative. Therefore, the economic, relational, cultural or educational approaches to internationalisation which the EU were drawing on in the Erasmus Mundus initiative were only partially communicated through the initiative; the student had already encountered some of these previously.

In addition to these conclusions about the approaches to internationalisation and although this research was not looking to build theory, it has provided some perspectives on Soft Power and Social Capital theories. With regards to Soft Power, the dominance of the economic approach to internationalisation in the experience of internationalisation has shown that although economic sanctions are classed as hard power (Nye, 2005), the understanding of what attracts or influences a participant, as discussed in the theory, might need to put further emphasis on the economy in addition to national values or cultures. In addition, much of Nye's work applies to a single country, the United States, and its attempts at influencing other countries. This research has shown that Soft Power theory is harder to apply at EU-level due to the complexity of the actors which could be influencing the behaviour as a result of the combination of different nation states and unions. It may be more useful to see the individual's interactions with society as an ecosystem, as is usual in Social Constructionist research (Burr, 1995:108). By conceptualising Soft Power as operating in multiple ways rather than in a linear format, this might help understand the development of Soft Power in an increasingly internationalised world.

When looking at Social Capital theory, the research provides some evidence of and insights into the influence of economics and neo-liberalism on the development of Social Capital. For this research, it was useful to distinguish between the development of bridging and bonding Social Capital which may be useful in future applications of Social Capital theory. There is also evidence that Social Capital is more likely for a member of the elite and 'the size of the connections he can effectively mobilise' (Bourdieu, 1986: 246) as those who were most able to draw on any Social Capital were those who were already in socially significant or powerful roles. Finally, this research contributed further evidence of the development of Social Capital through HE initiatives in addition to the work of, for example, Temple (2006), Georgieva (1999), McClenaghan (2000) and Villar & Albertin (2010).

8.5 Limitations of the Research

There are three particular limitations to this research that should be highlighted. Firstly, that the research is looking at a particular population and these findings are based on those students. The aim of this research, as discussed in Chapter 4, was not to produce data or theory that was generalisable but rather to provide an understanding of a particular group of the Erasmus Mundus initiative's students, those related to a specific Erasmus Mundus Masters course. Compared to other Erasmus Mundus courses, this population had a larger female population and higher average age (Grinbergs & Jones, 2011) which may have led to a particular experience of internationalisation and assisted the ability to develop Social Capital and Soft Power. Gender and age were not factors considered in this research. For example, this population may have been better positioned to develop Social Capital during the initiative compared to the student population on other courses.

The second limitation was the use of Grounded Theory (Glaser & Strauss, 1967:24) as tool to help understand the data and see patterns in the analysis but it was not appropriate to use Grounded Theory for theory building in this research given the limitations of the sample size, restricted to a single population and the fact that population is not representative of other, related populations. In addition, the aim of this research was to build an understanding of the experience of internationalisation rather than to theory generate. Therefore, limiting the use of Grounded Theory to a tool for systematic analysis of the data fitted with the methodological framework for the research.

The final limitation was that this research identified that the students had experienced internationalisation and, in some cases, spent time in Europe before the start of the time on the initiative. It was not always possible to untangle in the interviews and questionnaires the experience of internationalisation before the students joined the initiative with that which was experienced during the initiative.

8.6 **Further Research**

There are three particular ways in which this research could be extended or the data used in a new way. Although the data has found that the students have been affected by an economic approach to internationalisation during their time in Europe, it is not clear whether this was due to the influence of Europe as a unit or the influence of the constituent nation states in which the Erasmus Mundus Masters course was delivered. Whilst the Soft Power of Europe and its countries are inevitably interwoven, it may be possible to better understand the role each of the individual states as opposed to the combined attraction of the EU in changing the experience of students. Students in the interviews conducted for this research were occasionally specific on the impact of a particular country on their experience but further interviews may help supplement the existing data in this area.

This research was underpinned by a limited view of the student experience, focussing on the experience of internationalisation, particularly in relation to the theories of Social Capital and Soft Power. It does not explore the practical issues which are sometimes classed as student experience, such as the learning environment, administration, accommodation, alumni relations etc. unless these issues were raised specifically in relation to internationalisation. In a similar way, only limited aspects of the European project are covered: educational harmonisation with the Bologna process, skills/employment through the Lisbon Agenda and the developing European external affairs priorities, as presented in Chapter 2. Whilst the thesis does not directly explore issues of language or cultural harmonisation, EU expansion or the EU's role in policy areas outside education such as trade or transport, it does touch on these areas. The conclusions drawn therefore focus on very particular areas of Europe and internationalisation, focussing on those that had most impact on the students who participated in the Erasmus Mundus initiative. Further research could explore a broader understanding of the students' experience.

A further way of looking at the experience of internationalisation used by Europe would be to look at other initiatives, funded by the EU, but where the student mostly remains in their home

country, such as the Tempus initiative. This initiative may have had a similar aim of helping build Social Capital and influence these target countries in terms of democracy, trade and security through Soft Power. It would provide further understanding of the EU's motives in funding HE initiatives. It would also provide comparison data into which methodology was more effective in spreading Social Capital and Soft Power: bringing students in to Europe or sending EU academics out to other countries. This could inform future EU policy and initiative design to better meet the suggested Soft Power aspirations of Europe.

8.7 Concluding Comments

As highlighted in Chapter 4, this was constructionist research and I am aware that my values have shaped the questions and analysis that has taken place. In the coding I was as interested in how students constructed their worlds (Robson, 2002:27) and Grounded theory has allowed me to use an analytical method which helped understand the students' views through my coding. Therefore, throughout this research, I have been aware that this is only a partial account of the initiative (Pawson, 2001:20) but one that is built on my personal experience of the Erasmus Mundus initiative to add new knowledge and insights to the analysis of EU funded HE initiatives.

This research has provided different data to the pre-existing surveys of the Erasmus Mundus initiative; funded by the European Commission these included The Erasmus Mundus Graduate Survey (ICUnet.ag:2009), the interim report (Directorate for Education and Culture, 2007) and The Ex-Post Evaluation (Directorate for Education and Culture, 2009). This previous research largely focussed on reviewing admissions, the number of graduates as well as largely quantitative data around changed understandings of Europe's HE or changes in employment since participation. Most of the respondents were within 5 years of finishing their studies with the Erasmus Mundus initiative. By contrast, this research has employed mixed methods, looked specifically at the experience of internationalisation and collected data from alumni who finished up to 10 years ago. This longer view has provided new insight into the

longer term impacts of the Erasmus Mundus initiative and the lasting experience of internationalisation.

The longer view of the Erasmus Mundus initiative taken by this research has made a few, specific contributions to knowledge in this area. Firstly, in the case of the Erasmus Mundus initiative, this research has found evidence of the use of four approaches to internationalisation in the development of the initiative. The research has found that the educational, relational and cross-cultural approaches to internationalisation play a smaller role in the documentation to the role of the economic approach but these four approaches indicate an attempt to develop Soft Power and exert Social Capital through the Erasmus Mundus initiative.

The second contribution to knowledge has been that the economic approach to internationalisation has had the most noticeable effect on the experience of the students who understand Europe differently due to the initiative and are more likely to look for the economic benefits of education; when looking at the data with Soft Power in mind, Europe appears to influenced their behaviour. Despite this, there is also evidence that when looking at the initiative using the theory of Social Capital, then relationships and networks were created due to the initiative but this was a more secondary result of the Erasmus Mundus initiative.

The final contribution to knowledge has been to confirm that the Erasmus Mundus initiative has, indeed, had an impact on the experience of internationalisation of the particular group of students who took part in the research. However, in understanding that the initiative has had an impact, the research has also found that previous international experience has also been an influence on the experience of internationalisation.

This thesis opened by pointing out that the EU spent €1 billion between 2004 and 2009 on HE initiatives such as the Erasmus Mundus initiative (European Commission, 2011) and many questioned the purpose, efficacy and efficiency of this (e.g. Brine, 2008; Dale, 2009a; Robertson, 2009). By examining the experience of internationalisation in a particular group of

students on an initiative, this research has been looking to make a contribution to that debate. In the case of the Erasmus Mundus initiative, there is evidence that the purpose was to exert Soft Power and that this was driven by an economic approach to internationalisation. There is also evidence of a more relational approach which helped Social Capital to be accrued amongst the students in order to be successful. In this sense, the use of the approaches to internationalisation, Soft Power and Social Capital has delivered some of the experience of internationalisation anticipated by the EU. As to the efficacy of this approach, the data collected shows some evidence of Soft Power resulting from the initiative, particularly influencing students towards a more economic approach but also in developing Social Capital for collaborations. This may not have been the experience of internationalisation that the EU intended. This research was not aiming to assess the efficiency of such an initiative but, in the case of this particular group of students, there is evidence that many now see Europe and their worlds differently due to the Erasmus Mundus initiative and the EU's investment in a scholarship.

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Appendix 1: Respondent Profiles

Table 4: Respondent Identifiers, Background Information & Involvement in Data Collection

Unique Numeric Identifier	Pseudonym Initials	Year of Birth	Male	Female	Nationality	Year of Joining Programme	Pilot 1	Pilot 2	Final Qs	Ints
1-01	GC	1962	0	1	Bangladeshi	2005	0	0	1	1
1-02	FY	1979	0	1	Canadian	2005	0	0	1	1
1-03	QMJ	1972	1	0	Indian	2005	0	0	0	1
2-01	DZ	1976	0	1	Chinese	2006	0	0	1	0
2-02	TP	1959	0	1	Indian	2006	0	0	1	0
2-03	BPL	1963	0	1	Ugandan	2006	0	0	1	0
2-04	TO	1975	0	1	Indian	2006	0	0	1	1
2-05	PRDS	1959	0	1	Kenyan	2006	0	0	1	1
2-06	BLD	1971	1	0	Indian	2006	0	0	0	1
3-01	QR	1965	0	1	Malaysian	2007	0	0	1	1
3-02	CDVX	1955	0	1	Nepalese	2007	0	0	1	0
3-03	L	1983	1	0	Bhutanese	2007	0	0	1	1
3-04	SUR	1963	1	0	Ugandan	2007	0	0	1	1
3-05	NC	1979	1	0	Pakistani	2007	0	0	1	1
3-06	IS	1980	0	1	Chinese	2007	0	0	1	0
3-07	LCN	1954	1	0	Ethiopian	2007	0	0	1	1
3-08	OMM	1974	1	0	Indian	2007	0	0	1	1
4-01	WEW	1956	0	1	Singapore	2008	1	0	0	0
4-02	NCK	1976	1	0	Bangladesh	2008	1	0	0	1
4-03	JTE	1960	1	0	Sierra Leone	2008	1	0	0	0
4-04	NCD	1979	0	1	Omani	2008	1	0	1	0
4-05	KPQ	1972	0	1	Cameroon	2008	1	0	0	0
4-06	FK	1974	1	0	Albania	2008	1	0	0	1
4-07	NCE	1972	0	1	Indian	2008	1	0	0	0

4-08	GUW	1976	0	1	Malaysia	2008	1	0	0	0
4-09	CUPT	1966	0	1	Indonesia	2008	1	0	0	0
4-10	KV	1969	0	1	Ugandan	2008	1	0	1	0
4-11	DOR	1967	1	0	Kenyan	2008	1	0	1	0
4-12	JX	1970	0	1	Serbia	2008	1	0	0	0
4-13	LOE	1960	1	0	Nepalese	2008	1	0	1	0
4-14	TLQ	1953	1	0	Ghanaian	2008	1	0	1	0
4-15	QMW	1979	1	0	Eritrean	2008	1	0	1	0
4-16	NUZ	1981	1	0	Ethiopian	2008	1	0	1	1
4-17	ZNQ	1980	0	1	Australia	2008	1	0	0	0
4-18	NXD	1956	0	1	Dutch	2008	0	0	1	1
5-01	BPP	1967	0	1	Gambia	2009	0	1	0	0
5-02	UAQ	1981	0	1	Malaysian	2009	0	1	0	1
5-03	BVD	1981	1	0	Ethiopia	2009	0	1	0	0
5-04	JMEP	1969	1	0	Malaysian	2009	0	1	1	1
5-05	IAD	1981	1	0	Indonesia	2009	0	1	0	0
5-06	IXGT	1956	0	1	Dutch	2009	0	1	1	1
5-07	BU	1977	0	1	Armenia	2009	0	1	0	0
5-08	KN	1977	0	1	Indonesia	2009	0	1	0	0
5-09	NJP	1974	1	0	Malawian	2009	0	1	1	1
5-10	NUO	1971	0	1	Malaysian	2009	0	1	1	1
5-11	TLST	1981	1	0	Australian	2009	0	0	1	1
5-12	EUTH	1959	1	0	Ghanaian	2009	0	0	1	0
5-13	FO	1963	1	0	Ugandan	2009	0	0	1	0
5-14	HLD	1967	1	0	Malawian	2009	0	0	1	1
5-15	HMJ	1957	1	0	Ghanaian	2009	0	0	1	0

Appendix 2: Ethics Clearance Form

The research for this project was submitted for ethics consideration in the Department of Education and was approved under the procedures of the University of Roehampton's Ethics Committee on 21 June 2010.

NAME: Christopher Grinbergs
SCHOOL: Education

Office Use Only:
SEC REF:
EB REF:

Roehampton
University
London

ETHICS APPLICATION FORM

Please read the Notes for Applicants before completing this form

The form should be word processed using black size 12 font.

PLEASE TICK THE RELEVANT BOX

MEMBER OF STAFF

☐

RESEARCH STUDENT*

☒

(MPhil, PhD, EdD, PsychD)

EXTERNAL INVESTIGATOR

☐

STUDENT (Other)**

☐

*If you are a transfer student please see Section 2.2. of the Guidelines before completing this form.

**If you are on a taught course you do not need to complete this form unless your project is worth more than 50% of your total credits or you have been asked to do so by your tutor or School Ethics Committee

SECTION 1: PERSONAL DETAILS

Please complete the header with your name and School

Name (lead):	Christopher J. Grinbergs
Other investigators:	None
Correspondence address:	Flat 7, Terry Lodge, 680, London Road, Thornton Heath, Surrey. CR7 7HU
Telephone no:	07799 033 850
Email:(all correspondence will be sent by email unless otherwise requested)	cjgrinbergs@hotmail.com

FOR STUDENTS ONLY:

Programme of study:	MPhil/PhD in Education
Mode of study (full-time/part-time)	Part-time
Director of Studies: (If you are on a taught course please give the name of your tutor)	Professor Suzy Harris

FOR EXTERNAL INVESTIGATORS ONLY (please see Section 4.5 of the Ethical Guidelines):

Name of Academic Assessor:	
----------------------------	--

NAME: Christopher Grinbergs
SCHOOL: Education

:

SECTION 2: PROJECT DETAILS

Title of project:	European Masters: The Student Experience, A Case Study of Erasmus Mundus
Proposed start date: <i>(Please note it can take several months to get approval. The Board will not approve a retrospective start date)</i>	Project Started: February 2009 Start of section requiring ethical clearance: May 2010 (sooner if possible)
Duration:	18 months
Source of funds:	Personal

Purpose of the proposed investigation :

MEMBER OF STAFF

This section should include the material which outlines the rationale for the project, i.e. why this study needs to be done. This should be done in a way that is both accessible and scholarly, i.e. have proper cited sources.

Erasmus Mundus is funded by the European Commission to encourage students from outside the European Union (EU) to study at several European Universities on a single Masters course. Though open to EU students, the substantial scholarships available to students from non-EU countries has meant international students form the majority of participants on courses. The European Commission sees the programme as offering both "a framework for valuable exchange and dialogue between cultures [...and] a distinctly "European" offer in higher education to those beyond EU borders." (European Commission 2008) Roehampton University has coordinated the Erasmus Mundus course in Special Education Needs (EM SEN) for the last four years; 110 students from 39 countries have completed the course. All students visited three universities: Roehampton University, Fontys University (Tilburg, the Netherlands) and Charles University (Prague, Czech Republic).

The aim of the research is to critically examine the Erasmus Mundus students' experience relative to the aims for the programme. This will be achieved through a series of objectives:

- Locating Erasmus Mundus in the wider European policy discourses
- Identifying the European Commission's intentions for the programme
- Examining students' expectations and experiences of the course.

The research questions are:

- a. How does Erasmus Mundus fit into the wider European policy context?
- b. What is the European Commission's view of the programme?
- c. What are the expectations of students who enrol on an Erasmus Mundus Programme?
- d. What is the experience of students?
- e. How do students' expectations and experiences compare to those of the Commission?
- f. What conclusions can be drawn for wider European policy implementation?

The Research takes as its starting point the appropriation by the European Commission of an education-focussed drive from Universities as part of a wider EU policy agenda and one that seeks to promote cooperation for economic growth through training and teaching students for a global market.

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Specifically, the research is concerned with European education policy, international cooperation and the student experience. There is a significant body of work concerned with the relationship between the European institutions and the education sector (e.g. Dale 2009, Robertson 2009, Brine 2006, Hunter 2007 & Tomusk 2007) but almost nothing on the implementation of the Erasmus Mundus policy. Though this work will draw on work discussing the European Union's role in education with Lisbon and Bologna agendas (Balzer 2004, Dale 2009 & Ramussen et al. 2009), Erasmus Mundus is not a specific part of these even if it reflects the subtexts of both. There is also much research into Higher Educational Institutions' implementation of international policy (e.g. Kehm 2003, Stensaker et al 2008, Knight & de Wit 1995) but much of this focuses, again, on conflicting agendas and not on specific EU-funded programmes. The proposed research also relates to the growing discussion over the nature of 'bottom-up' globalisation (e.g. Mahroum 2008), the impact of courses on students (e.g. Landrum 2008, DiBattista et al 2004), student employability (e.g. Hoyt 2008) and alumni network development (e.g. Hermes 2008). Thus, this research locates Erasmus Mundus within these broader policy and philosophical discourses but also focuses on the subsequent student experience.

A number of formal evaluations (ICUnet.ag 2009, Directorate for Education and Culture 2007 and Directorate for Education and Culture 2009) have been published to mark the end of the first phase of Erasmus Mundus (EMI) but are largely quantitative (where my research is qualitative) and lack longitudinal data and academic context (which mine will provide).

This research has implications for both the way that universities interact with each other, their students and also their international alumni. A critical analysis of the Erasmus Mundus project will identify problems and issues to do with policy implementation at EU level for both academic and policy-implementation audiences.

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NAME: Christopher Grinbergs
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- Tomusk, V. (Ed.) (2007), *Creating the European Area of Higher Education* (Dordrecht: Springer. 2007)

Outline of project:

This section should include the details of methodology i.e. what will be done and how. Please also identify ethical issues raised by the project.

This will be a qualitative study designed to draw out individual students' feelings and experiences based on the literature surrounding Erasmus Mundus though employing mixed methods to allow numeric data to inform the research. This research will use EM SEN as its case study but will also position the course within the wider context of Erasmus Mundus, the European Project and the internationalisation of education.

The details of each of the methods employed are as follows:

1. Document analysis

This will take two approaches:

- a. Locating Erasmus Mundus within the wider academic and socio-political context will be undertaken through literature, defining key terms and providing a summary of where the Erasmus Mundus concept came from.
- b. Analysis of the policy positioning documents and legislation which lead to the creation of Erasmus Mundus. A variety of key themes will be identified (e.g. aims for the project, expected outputs, cooperation with third countries, needs of HEIs, skills & knowledge, student experience, 'european', cross-cultural inclusion etc.). The documents will then be analysed with the results classified in to these sub-headings using a tabular form before a basic content analysis takes place and also textual analysis to judge if there has been any shift in the understanding/use of key terms.

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SCHOOL: Education

This will be achieved through widely available documents, the majority of which are available on the internet or through online archives of European legislation.

2. Questionnaires: Tracing Students' and Alumni's Expectations and Experiences:

Questionnaires will be needed to provide broad trends in students' expectations and experiences as well as how they develop/shift. Students will be questioned on arrival and towards the end of the course in order to trace their changing views. Questions to alumni 1, 2, 3 or 4 years after leaving will assess the lasting impact of the course as well as using the benefit of increasing hindsight to look at the course. The same questionnaire will be used with both current students and alumni although for those still on the course, the expected outputs will to be examined. The questionnaire will be divided into three sections.

a. Motivation before joining the programme

Questions will include the main reason for joining EM SEN, what skills/knowledge they hoped to gain, the reason for choosing to study in Europe and why the European Commission funds EM SEN.

b. Experience and Impact of the Programme

These questions will be designed to compliment the motivation so will ask the main areas of impact of the project, what skills/knowledge were gained, how this knowledge has been used, what relations they have with Europe and its HEIs now and suggested modifications to the programme.

c. Comparative Data

This will include details to do with their nationality, age, gender, year of course etc. so that statistics can be drawn up showing comparisons between cohorts, courses and other programmes.

The questionnaire will be semi-structured in design so that students can select from a number of multiple-choice options (though these will include an 'other' option) to provide fairly simple statistical data but will also include a compulsory 'please explain this answer' section in an attempt to provide the rich qualitative data needed.

Current students will be questioned towards the end of the course whilst all 110 alumni (who completed the course between 1 and 4 years ago) will be questioned at the same time as the second student questionnaire. The same questionnaire will be used with both students and alumni although the outputs to date can only be examined for the students. There will be a two-week window for respondents to reply via email. Each respondent will be allocated a unique identifying code (based on their cohort and the order they replied in) so they are anonymised. The data will then be inputted into an excel spreadsheet so that it can be compared and easily transferred to other data analysis software (e.g. SPSS/NVIVO). There will be a basic content analysis of the text-based replies and statistics to determine the 'average' reply will be drawn up.

3. Interviews

The interviews will, once again, take two forms:

a. Semi-structured interviews with students/alumni

These will develop the questionnaires and students will be selected on the basis of their response to the questions on skills/knowledge gained and a variety of replies will be selected as well as appropriate numbers to allow for a reflective gender, age and nationality mix.

b. Semi-structured Interviews at the European Commission

Interviews will take place with Project Managers, Unit Heads and the

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Directors General for Education and International Affairs, all of whom are professional contacts. They will be asked, inter alia, their aims for the programme, their opinions on the findings of the research and the impact of increased funding from development (rather than education) funds.

Interviews will last 30-45 minutes and will be transcribed and then analysed using both a content analysis (partially based on the one used for the questionnaires) and possibly software such as NVIVO.

Ethical Issue	Resolution
Consent should be sought in advance (Roehampton 2010:12 & BERA 2004:6).	All students will be asked to complete a participant consent form before answering questions; in the case of interviews this will happen in advance by email if by telephone or at the start of the interview if face-to-face.
Consent should be voluntary and informed, with details on why an individual's participation is required and for what audience (BERA 2004:6) but without prejudicing the research objectives (Roehampton 2010:11).	There will be no incentives for the participants and there will be no obligatory participation. The participant consent form will outline the nature of the research and how the data will be used.
Participants should have and be aware of the right to withdraw (BERA 2004:6).	The right and method to withdraw will be outlined in the participant consent letter.
Participants should be anonymous (Roehampton 2010:11, Roehampton 2009:1 & BERA 2004:8).	Each participant will be informed of their anonymity. To ensure this, the data provided will be split and securely stored in two files: <ol style="list-style-type: none"> 1. The student's name and confidential contact details along with a unique identifier number (based on the cohort of students they were a member of and the order in which they replied to the questionnaire). 2. A file with the question replies, transcripts, personal data including nationality, gender etc where the respondent will only be identified by the unique number. These two files will not be mixed and the latter file will be the basis of any research; the student will be referred to by their cohort and number throughout to protect anonymity.
Sensitivity of research involving 'own' students & staff (Roehampton 2010:12) and should be alerted if it forms part of a programme of teaching or research (Roehampton 2010:15).	Students will be clearly informed in the participant consent letter that participation is voluntary, in no way affects the outcome of their degree and is independent of their studies.
Debriefing participants and giving them a copy of any publications (BERA 2004:10).	Students will be debriefed at the end of the interview, thanked and provided with an executive summary of the final PhD.
Ensuring no bureaucratic burden on participants (BERA 2004:8).	The questionnaire will be timed to fit in with the students' academic schedule and also

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Employing suitable methods (BERA 2004:11).	with the timing of other surveys. This project follows standard methods which have been agreed by my supervisor, the School Research Students Committee and the Research Degrees Board.
NB - Data Storage and Protection issues are covered in section 6 of this form. - The research is not of an "offensive, distressing or deeply personal nature" (Roehampton 2010:11) and it does not involve medical tests.	

Bibliography

British Educational Research Association [BERA] (2004), *Revised Ethical Guidelines for Educational Research (2004)* (London: BERA, 2004)
 Roehampton University (2010), *Ethical Guidelines (February 2010)* (London: Roehampton University, 2010)
 Roehampton University (2009), *Data Protection Policy* (London: Roehampton University, 2009)

SECTION 3: USE OF PARTICIPANTS

- You should download the Participant Consent Form Template and amend it if necessary
- You should also attach any other information to be given to participants
- You should consider carefully what information you provide to participants, e.g. scope of study, number of participants, duration of study, risks/benefits of the project. It is recommended that the participant has two copies of the consent form so they can retain one for information.
- If images or anything else which might allow the identification of participants is to be publicly accessible (e.g. on the web), further written consent must be secured

Copies of the questionnaire, interview structure and the participant consent form are annexed to this document. The consent form for the questionnaires will be sent electronically and participants will be encouraged to save a copy; for the face to face interviews, two copies will be printed so the individual can retain one and for those interviews conducted via telephone the participant will be emailed the form in advance and asked to retain a copy as well as asked to confirm their participation orally at the start of the interview.

No images or information will be made publicly other than the anonymised data and this will be subject to the data protection issues outlined in section 6 of this form.

Give details of the method of recruitment, and potential benefits to participants if any (include any financial benefits where appropriate):

The participants are all current or former students on Roehampton University's Erasmus Mundus SEN course (110 students from 39 different countries). All students will be asked to take part via email and have previously been alerted to this potential request.

Participants will be offered the opportunity to take part in the telephone/face-to-face interviews as part of the questionnaire. A selection of those who agree will be selected

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based on their answers to the questions regarding the skills sought and gained from the course as well as to ensure there is a reflective balance of the whole student body.

There will be no financial or other incentive to participate, though participants will be offered an executive summary of the final PhD to see the impact of their participation.

Will you be using participants who are aged under 18?

YES / NO

If you have answered Yes please refer to section 4.11 of the Ethical Guidelines and highlight the particular issues raised by working with these participants and how these issues have been addressed.

SECTION 4: HEALTH AND SAFETY

- You must download and complete the Risk Assessment Form and attach this to your application.
- You should be able to demonstrate that appropriate mechanisms are in place for the research to be carried out safely
- If necessary the University's Health, Safety & Environment Manager should be consulted before the application is submitted

Will any of your project take place outside the UK?

YES / NO

If you have answered yes please list the countries below and refer to Section 4.2 of the Ethical Guidelines:

Please see the completed risk assessment, annexed to this document.

The research involves participation of alumni based overseas though no travel to visit them. There are no personal security issues for participants as the data collected is not sensitive. However, technological or socio-political reasons may preclude participation (e.g. lack of telephone capacity or civil unrest). If this is the case then an alternative student population from another Erasmus Mundus course will be identified.

This project involves travel to Brussels, Belgium in order to interview staff from the European Commission. This is a stable country and there is no reason to envisage travel will not be possible. If, however, travel was not possible for socio-political reasons or due to problems with the transport infrastructure, these interview could take place via telephone. As requested under Section 4.2 (ii) of the Ethical Guidelines, documentation and accurate records will be maintained overseas (Roehampton 2010: 18).

Bibliography

Roehampton University (2010), *Ethical Guidelines (February 2010)* (London: Roehampton University, 2010)

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Is this a clinical trial or a project which may involve abnormal risk to participants?

YES / **NO**

If you have answered Yes please refer to Sections 3.5 and 4.2 of the Ethical Guidelines

SECTION 5: PUBLICATION OF RESULTS YES / NO

How will you disseminate your findings? (e.g. publication)

- This research forms the basis of a PhD project and consequently will form part of the thesis. This will be publicly available via the Roehampton Research Repository.
- A number of journal articles and conference papers are anticipated from the project.
- Participants will be provided with an executive summary of the findings of the research.

How will you ensure the anonymity of your participants?

(If your participants do not wish to remain anonymous you must obtain their written consent.)

To ensure anonymity the data provided will be split and securely stored in two files:

1. The student's name and confidential contact details along with a unique identifier number (based on the cohort of students they were a member of and the order in which they replied to the questionnaire).
2. A file with the question replies, transcripts, personal data including nationality, gender etc where the respondent will only be identified by the unique number.

These two files will not be mixed and the latter file will be the basis of any research; the student will be referred to by their cohort and number throughout to protect anonymity.

SECTION 6: STORAGE OF DATA

Section 2.7 of *Roehampton University Code of Good Research Practice* states the following 'research data must normally be retained intact for a period of at least ten years from the date of any publication which is based upon it. Researchers should be aware that specific professional bodies and research councils may require a longer period of data retention.'

Describe how and where the following data will be stored and how they will be kept secure:

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Raw and processed data

Data Protection Issue	Resolution
Data to be kept structured files (Roehampton 2009:1).	Files will be created both electronically and, when necessary, in hard copy in ordered format in a secure location. Recordings of interviews will, likewise, be stored electronically in secure folders. As outlined in section 5, the raw data will be saved in an anonymised form bar the file which lists student names/contact details along with their unique identifier. This folder will not be released. The other raw (i.e. question answers/transcripts) and all processed data will only will likewise be organised and securely kept ahead of any publication.
Data retention for only as long as necessary but at least 10 years after last use/publication (Roehampton 2010:23 & Roehampton 2009:2).	Data kept will be reviewed annually to check it is still required under these clauses.

Documents containing personal details of any participants

Data Protection Issue	Resolution
Personal data to be held securely and confidentially. (Roehampton 2009:1).	Each respondent will be allocated a unique identifying code (based on their cohort and the order they replied in). All personal data (name, contact details) will be saved in a secure file with this code. This file will be separate to the processed data and not released.
Personal data shall be adequate, relevant and not excessive in relation to the purpose for which it is held (Roehampton 2009:2).	The only personal data collected will be name, nationality, contact details, date of birth, gender and any disability. This data is necessary for comparative purposes but will not be published in a non-anonymised format.
Personal data shall be accurate and, where necessary, kept up to date (Roehampton 2009:2).	Participants will be asked to verify their contact details at each questionnaire or interview so details are up to date. If they want to receive a copy of the summary of the final PhD, then they will be asked to keep this up to date. The personal data will be accurately recorded from that provided by the participant.

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Data retention for only as long as necessary but at least 10 years after last use/publication (Roehampton 2010:23 & Roehampton 2009:2).

Data kept will be reviewed annually to check it is still required under these clauses.

Bibliography

Roehampton University (2009), *Data Protection Policy* (London: Roehampton University, 2009)

Roehampton University (2010), *Ethical Guidelines (February 2010)* (London: Roehampton University, 2010)

SECTION 7: EXTERNAL GUIDELINES, APPROVAL & FUNDING

Are there any relevant subject-specific ethical guidelines (e.g. from a professional society)? If so how will these inform your research process?

The subject specific guidelines come from the British Educational Research Association in the form of their *Revised Ethical Guidelines for Educational Research (2004)* (London: BERA, 2004). These have been referenced throughout this project and are very similar to the Roehampton Guidelines which have been followed to the full.

Bibliography

British Educational Research Association [BERA] (2004), *Revised Ethical Guidelines for Educational Research (2004)* (London: BERA, 2004)

Has/will the project be submitted for approval to the ethical committee of any other organisation, e.g. NHS ethics approval? (Please see Section 4.3, Ethical Guidelines) **No**

What is the outcome of this? **N/A**

Is your project externally funded?

Yes / **No**

If you have answered yes you must complete a P1 form and submit this to the Bids & Grants Team, RBDO before you complete your ethics application.

Has your P1 form been approved? **N/A**

Please state the name of the funding organisation/company below and provide any other relevant information: **N/A**

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:

SECTION 8: APPLICANT'S SIGNATURE	
Applicant's signature:	Christopher J. Grinbergs
Date:	30/03/10
FOR STUDENTS ONLY: DIRECTOR OF STUDIES SIGNATURE	
(Where there is not a Director of Studies this should be completed by the academic supervisor)	
<i>I confirm that I have read and support this Ethics Application</i>	
Signature:	
Print name:	Professor Suzy Harris
Date:	

Make sure the following are submitted with your Ethics Application (please do not use staples):

- Participant Consent Form
- Risk Assessment Form
- Any other information
(e.g. contract, advertising material, questionnaires, debriefing letters)

A hard copy and an electronic copy of this form should now be sent to the Secretary of your School Ethics Committee. Contacts details can be found on the Ethics website

<http://www.roehampton.ac.uk/research-and-business-development/services-for-research-and-enterprise-staff/university-procedures-and-committees/ethics/contact-us/index.html>

PLEASE NOTE: YOU MUST NOT BEGIN YOUR PROJECT UNTIL YOUR ETHICS APPLICATION HAS BEEN APPROVED BY BOTH THE SCHOOL ETHICS COMMITTEE AND THE ETHICS BOARD

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SCHOOL: Education

:

SECTION 9: APPROVAL

CHAIR OF SCHOOL ETHICS COMMITTEE

Date: 30.09.10

I confirm that this Ethics Application has been approved by the School Ethics Committee

Signature:

Print name:

Professor Suzy Harris

Date:

DEAN OF SCHOOL

On behalf of the School, I support this Ethics Application and confirm that the appropriate research or support facilities are available to support the project to completion.

Signature:

Print name:

Dr. Jeanne Keay

Date:

CHAIR OF UNIVERSITY ETHICS BOARD

I confirm that this Ethics Application has been approved by the Ethics Board

Signature:

Print name:

Date

(Last Updated: Research Policy Team, February 2010)

Title: European Masters: The Student Experience, A Case Study of Erasmus Mundus									
Risk Assessment No: 1	Event / Activity: Email Questionnaires, Telephone Interviews and physical mobility to Brussels for interviews.				Date Assessed: 31/03/2010 Review Date: 31/03/2011 or before physical mobility, if sooner.		Assessor's Name: Christopher J. Grinbergs Assessor's Signature:		
		Uncontrolled Risk				Residual Risk			
		Severity x Likelihood = Risk Rating				Severity x Likelihood = Risk Rating			
Hazard	To Whom	S	L	R	Control Risk by	S	L	R	Further Action Needed
Travel to Belgium to undertake interviews with the European Commission: low socio-political or travel risks.	Researcher	1	1	1	Non-time sensitive interviews, assessing risks before travel. Consider telephone interviews as substitute.	1	1	1	Assess travel situation in advance.
There are no personal security issues for participants as the data collected is not sensitive. However, technological or socio-political reasons may preclude participation.	Participant	1	1	1	Use alternative alumni (e.g. another Erasmus Mundus programme) or look for alternative data collection methods.	1	1	1	Check viability of infrastructure in advance.
NB Risks are to the completion of the project rather than to the individual researcher or participant.						0			

Severity**Risk Matrix**

HIGH	3	Fatality or major injury causing long-term disability
MEDIUM	2	Injury or illness causing short-term disability
LOW	1	Other injury or illness
Likelihood		
HIGH	3	Certain or near certain
MEDIUM	2	Reasonably likely
LOW	1	Very seldom or never

		Likelihood		
Severity		H	M	L
	H	9	6	3
	M	6	4	2
	L	3	2	1

Risk Rating

6 - 9 HIGH RISK

3 - 4 MEDIUM RISK

1 - 2 LOW RISK

Immediate action required to reduce risk

Seek to further reduce risk

No action but continue to monitor

Appendix 3: Sample Letter, Consent Form & Questionnaire

Covering letter and Final Questionnaire (including draft consent form) as circulated on 28 June 2010.

Sample Letter

Dear ??,

I do hope that this reaches you well. It was good to see you at the [Erasmus Mundus] conference last week.

As you may be aware, I am researching the Erasmus Mundus Student Experience for my PhD. The full details of the research are summarised in the attached document. As a part of this you may recall completing a questionnaire in January or August 2009.

I now need your experiences as a student and alumni, as detailed in the attached questionnaire which is where you come in. If you kindly agree to participate please could you:

1. Complete the consent form, including the signature line (you can type your name and instead of providing me with a real signature)
2. Complete the questionnaire
3. Save a copy of the file so that you have a record of the consent form and my contact details.
4. Send to the completed form to THIS email address (grinberc@roehampton.ac.uk) which is different to the one you have previously used

Following on from this, I will be looking to interview a few students and alumni. If you agree to me telephoning you (at my cost) please provide a telephone number at the end of the form.

I appreciate how busy you are and know that this takes a little time but please can you return the questionnaire to me by 30 July 2010. Thank you in advance for helping with my research.

Best wishes,
Christopher

Christopher J. Grinbergs
PhD Researcher
grinberc@roehampton.ac.uk
School of Education,
Roehampton University,
Roehampton Lane,
London.
SW15 5PJ

Title of Research Project: European Masters: The Student Experience,
A Case Study of Erasmus Mundus

Brief Description of Research Project: This project aims to examine the student experience of the Erasmus Mundus programme using the EM SEN course as a case study and to compare and contrast these with the European Commission's aims for the programme. It will also consider your experiences in relation to the literature in the field.

Investigator Contact Details: Christopher Grinbergs
School of Education,
Roehampton University, Roehampton Lane,
London. SW15 5PJ
grinberc@roehampton.ac.uk

Consent Statement:

I agree to take part in this research. I am aware that this is a voluntary study and I am free to withdraw at any point by contacting the investigator at the above address. If I am a current student, I am aware that this is independent of my studies and will have no influence on them. I understand that the information I provide will be treated in confidence by the investigator and that my identity will be protected in the publication of any findings. I agree to update the investigator with my contact details if I want to receive a copy of an executive summary of the report once it is completed.

Name

Signature (electronic or real)

Date

Please note: You are encouraged to keep a copy of this agreement for future reference. If you have a concern about any aspect of your participation or any other queries please raise this with the investigator. However, if you would like to contact an independent party, please contact the Dean of School or the investigator's Director of Studies.

Director of Studies Contact Details:
Prof. Suzy Harris
School of Education
Roehampton University, Roehampton Lane,
London. SW15 5PJ
S.Harris@roehampton.ac.uk

Dean of School Contact Details:
Dr. Jeanne Keay
School of Education
Roehampton University, Roehampton Lane,
London. SW15 5PJ
J.Keay@roehampton.ac.uk

**Roehampton
University**
London

**European Masters: The Student Experience,
A Case Study of Erasmus Mundus**

Student & Alumni Questionnaire

Thank you for agreeing to complete this questionnaire, your opinions are very important. The questionnaire comprises of three sections

- (a) Your expectations when you joined the EM SEN course
- (b) Your experience of the EM SEN course and as alumni
- (c) General details for comparison

Many questions ask you to explain your answer, please complete these as they provide important data.

Please can you complete the contact details at the end so I can approach you for further information, for an interview and to forward you an executive summary of the final project. If your details change, please can you update me as soon as possible.

Please can you complete this electronically by 31 May 2010 and return to me at grinberc@roehampton.ac.uk **(Please note the change in my email address to the one you have on your records).**

Many thanks and kind regards,
Christopher Grinbergs

A: Your Expectations of EM SEN

Q1 What were the main and secondary reasons for you deciding to study on EM SEN?

Please tick ONE main reason (column 1) & all secondary reasons which seem appropriate (column 2).

	Reasons	Primary Reason (Tick ONE)	Secondary Reasons (Tick ALL relevant)
(a)	Better knowledge of SEN		
(b)	Improving Inclusive Practice in Home Context		
(c)	Professional Development or Career Progression		
(d)	Develop Research or Academic Skills		
(e)	Develop Language Skills		
(f)	Encounter European Culture		
(g)	Encounter Students from Different Cultures		
(h)	Develop Collaboration with EU		
(i)	Other (Please Specify)		

Please explore your responses:

Q2 What knowledge/skills were you hoping to obtain from EM SEN?

Please tick ONE main answer (column 1) & all secondary answers which seem appropriate (column 2).

	Skills/Knowledge	Primary Answer (Tick ONE)	Secondary Answers (Tick ALL relevant)
(a)	SEN Policy		
(b)	SEN Practice		
(c)	Learn from Multicultural Environment		
(d)	Research Skills		
(e)	International Awareness		
(f)	Language Skills		
(g)	Other (Please Specify)		

Please explore your responses:

Q3 Why did you chose to study in Europe?

Please tick ONE main reason (column 1) & all secondary reasons which seem appropriate (column 2).

	Reason	Primary Reason (Tick ONE)	Secondary Reasons (Tick ALL relevant)
(a)	Europe's knowledge of & contribution to SEN		
(b)	University world ranking		
(c)	Europe as a centre of academic excellence		
(d)	Europe as a cultural/political location		
(e)	European Values		
(f)	Other (Please Specify)		

Please explore your responses:

Q4 Why do you think the European Union finances EM SEN/your studies?

Please tick ONE main reason (column 1) & all secondary reasons which seem appropriate (column 2).

	Reason	Primary Reason (Tick ONE)	Secondary Reasons (Tick ALL relevant)
(a)	Foster international collaboration		
(b)	Help third countries capacity build		
(c)	Improve relations INSIDE Europe		
(d)	Promote SEN		
(e)	Professional development for individuals		
(f)	Other (Please Specify)		

Please explore your responses:

B: Your Experience of EM SEN**Q5 What were the main and secondary areas of impact for you from EM SEN?**

Please tick ONE main answer (column 1) & all secondary answers which seem appropriate (column 2).

	Reasons	Primary Answer (Tick ONE)	Secondary Answers (Tick ALL relevant)
(a)	Better knowledge of SEN		
(b)	Knowledge to Improve Inclusive Practice in your Home country		
(c)	Better Career or Job in Home country		
(d)	Improved Research or Academic Skills		
(e)	Improved Language Skills		
(f)	Knowledge of European Culture		
(g)	Relationships with Students from Different Cultures		
(h)	Developed Collaboration with EU		
(i)	Other (Please Specify)		

Please explore your responses:

Q6 What knowledge/skills did you actually gain from EM SEN?

Please tick ONE main answer (column 1) & all secondary answers which seem appropriate (column 2).

	Skills/Knowledge	Primary Answer (Tick ONE)	Secondary Answers (Tick ALL relevant)
(a)	SEN Policy		
(b)	SEN Practice		
(c)	Learn from Multicultural Environment		
(d)	Research Skills		
(e)	International Awareness		
(f)	Language Skills		
(g)	Other (Please Specify)		

Please explore your responses:

Please turn over: questionnaire continues on next side.

Q7 What benefits did you gain from studying in Europe?

Please tick ONE main reason (column 1) & all secondary reasons which seem appropriate (column 2).

	Reason	Primary Reason (Tick ONE)	Secondary Reason (Tick ALL relevant)
(a)	Europe's knowledge of & contribution to SEN		
(b)	University world ranking		
(c)	Europe as a centre of academic excellence		
(d)	Europe as a cultural/political location		
(e)	European Values		
(f)	Other (Please Specify)		

Please explore your responses:

Q8 How have you used the knowledge/skills you gained on EM SEN?

Please tick ONE main reason (column 1) & all secondary reasons which seem appropriate (column 2).

	Reason	Primary Answer (Tick ONE)	Secondary Answers (Tick ALL relevant)
(a)	Improved Career/new work position		
(b)	Changed personal practice/behaviour in SEN		
(c)	Changing home practice		
(d)	Undertaken further academic study		
(e)	Cooperated or Collaborated with people in the EU		
(f)	Cooperated with people in other countries outside EU		
(g)	Other (Please Specify)		

Please explore your responses:

Please turn over: questionnaire continues on next side.

Q9 Have you had contact with other students or alumni since your return?*Please tick ONE Answer*

	Reason	Primary Answer (Tick ONE)
(a)	Yes – Frequently (at least once a month) and we have met up	
(b)	Yes – Often (at least once every 3 months)	
(c)	Yes – Occasionally (initially often but increasingly less, once every 6 months)	
(d)	No – Occasionally immediately after end of programme but not at all now)	
(e)	No – I have lost contact with colleagues	
(f)	Other (Please Specify)	

Please explore your responses:

--

Q10 What would you change about the programme?*Please tick ONE main answer (column 1) & all secondary answers which seem appropriate (column 2).*

	Reason	Primary Answer (Tick ONE)	Secondary Answers (Tick ALL relevant)
(a)	Additional Lectures – New areas to be covered		
(b)	Different Participant Countries		
(c)	Longer Programme Length		
(d)	Different focus to the programme		
(e)	Different Assessment Methods		
(f)	Opportunity to meet more EU students		
(g)	Increased Networking Opportunities		
(h)	Increased financial support		
(i)	Different accommodation/living arrangements		
(j)	Other (Please Specify)		

Please explore your responses:

--

C Personal Details for Comparison**Q11**

Name:	
Date of Birth:	
Gender:	Male / Female
Nationality:	
E-mail Address:	
Year started programme:	
I am looking for people to conduct face-to-face or telephone interviews with. These would be to follow up on detail in this questionnaire and your participation would be appreciated. If you agree – please select yes and provide me with a number and I will contact you to arrange a time.	Yes / No Telephone Number

Thank you once again for participating.

**Roehampton
University** 
London

ETHICS BOARD

PARTICIPANT CONSENT FORM

Title of Research Project: European Masters: The Student Experience,
A Case Study of Erasmus Mundus

Brief Description of Research Project: This project aims to examine the student experience of the Erasmus Mundus programme using the EM SEN course as a case study and to compare and contrast these with the European Commission's aims for the programme. It will also consider your experiences in relation to the literature in the field.

Investigator Contact Details: Christopher Grinbergs
School of Education,
Roehampton University, Roehampton Lane,
London. SW15 5PJ
grinberc@roehampton.ac.uk

Consent Statement:

I agree to take part in this research. I am aware that this is a voluntary study and I am free to withdraw at any point by contacting the investigator at the above address. If I am a current student, I am aware that this is independent of my studies and will have no influence on them. I understand that the information I provide will be treated in confidence by the investigator and that my identity will be protected in the publication of any findings. I agree to update the investigator with my contact details if I want to receive a copy of an executive summary of the report once it is completed.

Name

Signature

Date

Please note: You are encouraged to keep a copy of this agreement for future reference. If you have a concern about any aspect of your participation or any other queries please raise this with the investigator. However, if you would like to contact an independent party, please contact the Dean of School or the investigator's Director of Studies.

Director of Studies Contact Details:
Prof. Suzy Harris
School of Education
Roehampton University, Roehampton Lane,
London. SW15 5PJ
S.Harris@roehampton.ac.uk

Dean of School Contact Details:
Dr. Jeanne Keay
School of Education
Roehampton University, Roehampton Lane,
London. SW15 5PJ
J.Keay@roehampton.ac.uk

Appendix 4: Sample E-mail, Consent Form & Interview Structure

Covering email (including draft consent form) as circulated on 20 February 2013 and Final Interview Structure

Sample Email

Dear ??,

I do hope that this reaches you well.

As you may recall, you completed a questionnaire for me on your Erasmus Mundus experience which was the first stage of data collection for my PhD.

I am now at the final stage of data collection and as part of this I am trying to arrange a number of interviews.

These would involve a number of questions on your expectations, experiences and life after Erasmus Mundus lasting 30-45 minutes.

This could be undertaken via telephone, Skype/Facetime or (if you are in the UK) face to face.

There would be no cost to you other than your time.

In order to participate could you send me:

1. Your preferred method of contact (telephone number, Skype address, Facetime details)
2. Some possible dates and times which are good for you – it can be any time during the day and both during the week or weekends.

Given you have already completed a questionnaire, you are of particular significance to my study so I do hope you will be able to participate. I appreciate how busy you are and know that this takes a little time but thank you in advance for helping with my research.

Best wishes,

Christopher

Christopher J. Grinbergs
PhD Researcher
grinberc@roehampton.ac.uk
Department of Education,
Roehampton University,
Roehampton Lane,
London.
SW15 5PJ

**Roehampton
University** 
London

**ETHICS BOARD
PARTICIPANT CONSENT FORM**

Title of Research Project: Assessing the influence of the European-Union funded Erasmus Mundus initiative on Masters students' perceptions and understanding of Europe and being an international citizen

Brief Description of Research Project: This project aims to examine how the Erasmus Mundus initiative affects students' perceptions of Europe and being an international citizen by focussing on the EM SEN course and to compare and contrast these with the European Commission's aims for the programme. It will also consider your experiences in relation to the literature in the field.

Investigator Contact Details: Christopher Grinbergs
Department of Education,
Roehampton University, Roehampton Lane,
London. SW15 5PJ
grinberc@roehampton.ac.uk

Consent Statement:

I agree to take part in this research. I am aware that this is a voluntary study and I am free to withdraw at any point by contacting the investigator at the above address. If I am a current student, I am aware that this is independent of my studies and will have no influence on them. I understand that the information I provide will be treated in confidence by the investigator and that my identity will be protected in the publication of any findings. I agree to update the investigator with my contact details if I want to receive a copy of an executive summary of the report once it is completed.

Name

Signature (electronic or real)

Date

Please note: You are encouraged to keep a copy of this agreement for future reference. If you have a concern about any aspect of your participation or any other queries please raise this with the investigator. However, if you would like to contact an independent party, please contact the Dean of School or the investigator's Director of Studies.

Director of Studies Contact Details:
Dr. Chris Lloyd
Department of Education
Roehampton University, Roehampton Lane,
London. SW15 5PJ
C.M.Lloyd@roehampton.ac.uk

Head of Department Contact Details:
Marilyn Holness
Department of Education
Roehampton University, Roehampton Lane,
London. SW15 5PJ
M.Holness@roehampton.ac.uk

**European Masters: The Student Experience,
A Case Study of Erasmus Mundus**

Student & Alumni Interview

- Thank participant.
- Explain recording, transcription and interview structure.
- Orally confirm consent.

Area 1 Before Participation in Erasmus Mundus

The interview will explore:

- What were you doing before the programme?
- Why did you want to participate in EM SEN? Policy? Practice? Pedagogy?
(Explore: Better knowledge of SEN, Improving Inclusive Practice in Home Context, Professional Development or Career Progression, Develop Research or Academic Skills, Develop Language Skills, Encounter European Culture, Encounter Students from Different Cultures, Develop Collaboration with EU).
- What skills did you want/need from your studies?
(Explore: SEN Policy, SEN Practice, Learn from Multicultural Environment, Research Skills, International Awareness and Language Skills)
- Were you involved in an international communities or networks did you have before participation? Had you spent time overseas before?
- What was your opinion of Europe before hand? How did you view European culture?
(Explore "single Europe", explore culture, explore view of universities in Europe).

Area 2 Impact after Your Studies

The interview will explore:

- What have you been doing since you completed the programme?
- What did you "get out of" Erasmus Mundus?
(Explore: Better knowledge of SEN, Improving Inclusive Practice in Home Context, Professional Development or Career Progression, Develop Research or Academic Skills, Develop Language Skills, Encounter European Culture, Encounter Students from Different Cultures, Develop Collaboration with EU).
- What skills did you pick up? What academic knowledge? What did you learn from other students?
(Explore: SEN Policy, SEN Practice, Learn from Multicultural Environment, Research Skills, International Awareness and Language Skills)
- How have you used the skills you picked up?
(Explore: Improved Career/new work position, Changed personal practice/behaviour in SEN, Changing home practice, Undertaken further academic study, Cooperated or Collaborated with people in the EU, Cooperated with people in other countries outside EU)
- Are you still in contact with students from the course? What networks ("social capital") have been joined? Are you more or less involved with people outside your country?
- What links do you have with students/staff from the programme?
- Has your sense of the world and international relations changed after completion? How? When? What caused it?
(Explore: Traveling more, links to other countries)
- How has your opinion of Europe changed? How do you view "Europe" after your time here? Differences to expectations? Similarities to expectations?
(Explore "single Europe", explore culture, explore view of universities in Europe, similarities/differences accross continent).
- Erasmus Mundus aimed to link the EU to the rest of the world : do you feel better linked?
- Overall: Positives? Negatives?

Area 3 Anything else?

Thank participant and check if want copy of final report.

Appendix 5: Analysis of Erasmus Mundus Policy & Legislation

Table 5: Summary of Documentary Analysis of Erasmus Mundus Policy & Legislation

Category	European Commission, <i>Proposal for a Decision of the European Parliament and the Council Establishing a programme for the enhancement of quality in higher education and the promotion of intercultural understanding through co-operation with third countries (Erasmus World) (2004-2008)</i> (Brussels: Commission of the European Communities, 2002)	European Parliament, <i>Decision No 2317/2003/EC of the European Parliament and of the Council, Official Journal of the European Union</i> (Brussels: European Parliament, 2003) PP345/1-345/8	European Commission, <i>Proposal for a Decision of the European Parliament and the Council Establishing an action programme for the enhancement of quality in higher education and the promotion of intercultural understanding through co-operation with third countries (Erasmus Mundus) (2000-2013)</i> (Brussels: Commission of the European Communities, 2007)	European Parliament, <i>Decision No 1298/2008/EC of the European Parliament and of the Council, Official Journal of the European Union</i> (Brussels: European Parliament, 2008) PP340/83-340/98
European Higher Education Harmonisation	<p>'Absence of 'flagship products'' (European Commission, 2002:5)</p> <p>'The growing imbalance in the incoming flow of third country students' (European Commission, 2002:5)</p>	<p>Legislation mentions Lisbon, Bologna and following on conference in Prague (European Parliament, 2003:345/1).</p> <p>'It is necessary to ensure that the European higher education system acquires a worldwide degree of attractiveness appropriate to Europe's major cultural and</p>	<p>'The objectives of the proposed programme are consistent with the wider political aims of the Lisbon Strategy and the Bologna Process' (European Commission, 2007:4).</p> <p>'Europe's cultural and linguistic diversity is also regarded as a challenge by many third country students. From abroad, European</p>	<p>Again references Lisbon and Bologna (European Parliament, 2008:340/87).</p> <p>'Aims to promote cooperation between higher education institutions and to promote an offer of high quality in higher education with a distinct European added value, attractive both within the European Union</p>

	<p>'The value-added of Community intervention could be maximal at post-graduate level (Masters) since it would contribute to the development of the degree structure favoured by the Bologna/Prague process' (European Commission, 2002:7).</p> <p>Masters Courses, ECTS, double or multiple degrees all key (European Commission, 2002:8).</p>	<p>scientific achievements' (European Parliament, 2003:345/1).</p> <p>'There is wide recognition of the great potential represented by combined individual strengths of European higher education institutions, by their educational diversity and their wide experience in networking and in cooperation with third countries' (European Parliament, 2003:345/1).</p> <p>'To promote a quality offer in higher education with a distinct European added value' (European Parliament, 2003:345/3).</p> <p>'To improve accessibility and enhance the profile and visibility of higher education in the European Union' (European Parliament, 2003:345/3).</p>	<p>higher education is seen as confusing and fragmented, comprising many different national systems and language of tuition' (European Commission, 2007:3)</p> <p>'The action will foster co-operation between higher education institutions and academic staff in Europe and third countries with a view to creating poles of excellence and providing highly trained human resources' (European Commission, 2007:7).</p> <p>'The nature of the challenge that Europe is facing in this area means that co-ordinated action at European level is likely to be more effective than action at national, regional and local level, as it allows for identification of excellence, a pooling of resources in an international partnership, greater geographical coverage and mobility that</p>	<p>and beyond its borders' (European Parliament, 2008:340/87).</p> <p>'To contribute to the mutual enrichment of societies by developing the qualifications of men and women' (European Parliament, 2008:340/87).</p>
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		<p>'To encourage and enable highly qualified graduates and scholars from all over the world to obtain qualifications and/or experience in the European Union' (European Parliament, 2003:345/3).</p> <p>'to improve accessibility and enhance the profile and visibility of higher education in the European Union' (European Parliament, 2003:345/3).</p> <p>'The importance of enhancing attractiveness of European higher education to students from Europe and other parts of the world' (European Parliament, 2003:345/1).</p>	<p>encompasses more than one country' (European Commission, 2007:8).</p> <p>'The new Erasmus Mundus programme is consistent with the objectives of excellence set out in the programme for 2004 to 2008' (European Parliament, 2008:340/83).</p>	
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Category	European Commission, <i>Proposal for a Decision of the European Parliament and the Council Establishing a programme for the enhancement of quality in higher education and the promotion of intercultural understanding through co-operation with third countries (Erasmus World) (2004-2008)</i> (Brussels: Commission of the European Communities, 2002)	European Parliament, <i>Decision No 2317/2003/EC of the European Parliament and of the Council, <u>Official Journal of the European Union</u></i> (Brussels: European Parliament, 2003) PP345/1-345/8	European Commission, <i>Proposal for a Decision of the European Parliament and the Council Establishing an action programme for the enhancement of quality in higher education and the promotion of intercultural understanding through co-operation with third countries (Erasmus Mundus) (2000-2013)</i> (Brussels: Commission of the European Communities, 2007)	European Parliament, <i>Decision No 1298/2008/EC of the European Parliament and of the Council, <u>Official Journal of the European Union</u></i> (Brussels: European Parliament, 2008) PP340/83-340/98
Skills Agenda & Knowledge Economy	Trying to deal with Lisbon 'which underlined the fact that the European Union has been confronted by and must respond to a quantum shift resulting from globalisation and the challenges of the new knowledge-driven economy. [...] and it was stated in] the Bologna Declaration (19 June 1999) that it is necessary to ensure that Europe's higher education sector acquires a degree of attractiveness in the wider world equal to Europe's major cultural and scientific	Legislation mentions Lisbon, Bologna and following on conference in Prague (European Parliament, 2003:345/1). 'To encourage and enable highly qualified graduates and scholars from all over the world to obtain qualifications and/or experience in the European Union' (European Parliament, 2003:345/3).	'The objectives of the proposed programme are consistent with the wider political aims of the Lisbon Strategy and the Bologna Process' (European Commission, 2007:4). 'The new Erasmus Mundus programme is consistent with the objectives of excellence set out in the programme for 2004 to 2008' (European Parliament, 2008:340/83).	Again references Lisbon and Bologna (European Parliament, 2008:340/87). 'To contribute towards the development of human resources and the international cooperation capacity of higher education institutions in third countries' (European Parliament, 2008:340/87). Programme also helps in: 'Enhancing the European knowledge-based economy and

	<p>achievements' (European Commission, 2002:2).</p> <p>'The programme's overall aim is to contribute to quality education in the European Union, in particular by fostering co-operation with third countries. The long-term impact sought by the present proposal is, firstly, to better prepare citizens in Europe, but also in partner third countries, to live and work, in a global, knowledge-based society' (European Commission, 2002:6).</p> <p>'Development of human resources within the European Union and within partner countries' (European Commission, 2002:50).</p>			<p>society and contributing to creating more jobs in line with the objectives of the Lisbon strategy and strengthening the global competitiveness of the European Union, its sustainable economic growth and its greater social cohesion; fostering culture, knowledge and skills for peaceful and sustainable development in a Europe of diversity' (European Parliament, 2008:340/90).</p>
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Category	European Commission, <i>Proposal for a Decision of the European Parliament and the Council Establishing a programme for the enhancement of quality in higher education and the promotion of intercultural understanding through co-operation with third countries (Erasmus World) (2004-2008)</i> (Brussels: Commission of the European Communities, 2002)	European Parliament, <i>Decision No 2317/2003/EC of the European Parliament and of the Council, <u>Official Journal of the European Union</u></i> (Brussels: European Parliament, 2003) PP345/1-345/8	European Commission, <i>Proposal for a Decision of the European Parliament and the Council Establishing an action programme for the enhancement of quality in higher education and the promotion of intercultural understanding through co-operation with third countries (Erasmus Mundus) (2000-2013)</i> (Brussels: Commission of the European Communities, 2007)	European Parliament, <i>Decision No 1298/2008/EC of the European Parliament and of the Council, <u>Official Journal of the European Union</u></i> (Brussels: European Parliament, 2008) PP340/83-340/98
3rd Country Cooperation & International Development	<p>The present proposal is based on article 149 of the Treaty, which stipulates that 'The Community and the Member States shall foster cooperation with third countries... ' with a view to contributing to the development of quality education in Europe' (European Commission, 2002:2).</p> <p>'Higher education is subject to a phenomenon of growing internationalisation</p>	<p>Legislation mentions Lisbon, Bologna and following on conference in Prague (European Parliament, 2003:345/1).</p> <p>'Greater internationalisation of higher education is necessary to respond to the challenges of the process of globalisation' (European Parliament, 2003:345/1).</p> <p>'It is necessary to ensure that the European higher education system acquires a</p>	<p>'Higher Education is subject to growing internationalisation in response to the process of globalisation. [...] The overall aim of the new Erasmus Mundus programme is to enhance the quality of European higher education, to promote dialogue between and understanding for different societies and cultures through co-operation among higher education institutions and people-to-people contacts, as well as to promote EU external policy</p>	<p>'Enhancing The quality of European higher education, promoting understanding between peoples as well as contributing to the sustainable development of third countries in the field of higher education avoiding brain-drain whilst favouring vulnerable groups are the core objectives of a higher education cooperation programme aimed at third countries' (European Parliament, 2008:340/84).</p>

	<p>as response to the process of globalisation' (European Commission, 2002:3).</p> <p>'The programme's overall aim is to contribute to quality education in the European Union, in particular by fostering co-operation with third countries. The long-term impact sought by the present proposal is, firstly, to better prepare citizens in Europe, but also in partner third countries, to live and work, in a global, knowledge-based society' (European Commission, 2002:6).</p> <p>'The risk of widening gap in the intercultural understanding between European and other cultures' (European Commission, 2002:6).</p> <p>'In its Communication on education and training in the context of poverty reduction in developing countries, the Commission</p>	<p>worldwide degree of attractiveness appropriate to Europe's major cultural and scientific achievements' (European Parliament, 2003:345/1).</p> <p>'There is a need to set up Community efforts to promote dialogue and understanding between cultures worldwide bearing in mind the social dimension of higher education as well as the ideals of democracy and respect for human rights, including gender equality, especially as mobility fosters the discovery of new cultural and social environments and facilitates understanding thereof' (European Parliament, 2003:345/2).</p> <p>Objectives: 'The programmes overall aim is to enhance the quality of European higher education by fostering cooperation with third countries in order to improve the development of human resources and to</p>	<p>objectives and contribute to the sustainable development of third countries in the field of higher education' (European Commission, 2007:2).</p> <p>'The action will foster co-operation between higher education institutions and academic staff in Europe and third countries with a view to creating poles of excellence and providing highly trained human resources' (European Commission, 2007:7).</p> <p>'The nature of the challenge that Europe is facing in this area means that co-ordinated action at European level is likely to be more effective than action at national, regional and local level, as it allows for identification of excellence, a pooling of resources in an international partnership, greater geographical coverage and mobility that</p>	<p>'There is a need to step up the fight against exclusion in all its forms, including racism and xenophobia, and to step up community efforts to promote dialogue and understanding between cultures world-wide, bearing in mind the social dimension of higher education as well as the ideals of democracy and human rights, especially as mobility fosters the exchange with new cultural and social environments and facilitates understanding thereof' (European Parliament, 2008:340/84).</p> <p>'To contribute to the mutual enrichment of societies by developing the qualifications of men and women' (European Parliament, 2008:340/87).</p> <p>Programme 'for the promotion of quality in European higher education and intercultural understanding through cooperation with</p>
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	<p>stresses the vital importance of education in reducing poverty and in development and underlines that support for higher education is a key component of the 'Education for All' strategy' (European Commission, 2002:19).</p> <p>'Development of human resources within the European Union and within partner countries' (European Commission, 2002:50).</p>	<p>promote dialogue and understanding between peoples and cultures' (European Parliament, 2003:345/3).</p> <p>'To encourage and enable highly qualified graduates and scholars from all over the world to obtain qualifications and/or experience in the European Union' (European Parliament, 2003:345/3).</p> <p>'to develop more structure cooperation between European Union and third country institutions' (European Parliament, 2003:345/3).</p>	<p>encompasses more than one country' (European Commission, 2007:8).</p> <p>460m Euros from European Development Fund (European Commission, 2007:9).</p> <p>'The new Erasmus Mundus programme is consistent with the objectives of excellence set out in the programme for 2004 to 2008' (European Parliament, 2008:340/83).</p>	<p>third countries on the one hand and the development of third countries in the field of higher education on the other' (European Parliament, 2008:340/85).</p> <p>Objective 'to enhance the quality of European higher education and to promote dialogue and understanding between peoples and cultures through cooperation with third countries as well as to promote EU external policy objectives and the sustainable development of third countries in the field of higher education' (European Parliament, 2008:340/87).</p> <p>'To contribute towards the development of human resources and the international cooperation capacity of higher education institutions in third countries' (European Parliament, 2008:340/87).</p>
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Appendix 6: Comparative Data of Student Body Composition & Respondents

Table 6: Pilots & Final Questionnaires and Interviews Respondent Rate Statistics

Cohort	Students	Pilot 1	Pilot 1 %	Pilot 2	Pilot 2 %	Final	Final %	Both	Both %	Interviews	Interviews %	Overall	Overall %
1	26	0	0.0	0	0.0	2	7.7	0	0.0	3	11.5	3	11.5
2	27	0	0.0	0	0.0	5	18.5	0	0.0	3	11.1	6	22.2
3	24	0	0.0	0	0.0	8	33.3	0	0.0	6	25.0	8	33.3
4	21	17	81.0	0	0.0	8	38.1	7	33.3	4	14.3	18	85.7
5	15	0	0.0	10	66.7	9	60.0	4	26.7	7	40.0	15	100.0
Total	113	17	15.0	10	8.8	32	28.3	11	9.7	23	18.6	50	44.2

Table 7: Age, Gender & Nationality across Population and Respondents

	All Students			Pilot Questionnaires			Final Questionnaires			Interviews		
Answer	Total	Answer (Years)	Answer (%)	Total	Answer (Years)	Answer (%)	Total	Answer (Years)	Answer (%)	Total	Answer (Years)	Answer (%)
Average Age		36.8			37.7			45.3			44.4	
Male	44		38.9	12		44.4	17		53.1	14		60.9
Female	69		61.1	15		55.6	15		46.9	9		39.1
Countries	40			21			17			13		

Appendix 7: Data from Questionnaires

Table 8: Pilots Q1: What was your main reason in deciding to study on [Erasmus Mundus Masters Course Title]?

Answer	Pilot 1 (Number)	Pilot 1 (%)	Pilot 2 (Number)	Pilot 2 (%)	Pilots Total (Number)	Pilots Total (%)
Better Knowledge of SEN	13	76.5	9	90.0	22	81.5
Improving Inclusive Edu in Home Context	16	94.1	2	20.0	18	66.7
Professional development (improving your career prospects)	15	88.2	5	50.0	20	74.1
Improved Academic/Research Skills	10	58.8	1	10.0	11	40.7
European Degree	7	41.2	0	0.0	7	25.9
Knowledge of European Culture	4	23.5	0	0.0	4	14.8
Language Proficiency	1	5.9	0	0.0	1	3.7
Developing Cooperation/ Collaboration with EU or Institutions	5	29.4	0	0.0	5	18.5
Inter-cultural Dialogue	1	5.9	0	0.0	1	3.7

Table 9: Pilots Q2: What are your aims and intentions with regard to the programme?

Answer	Pilot 1 (Number)	Pilot 1 (%)	Pilot 2 (Number)	Pilot 2 (%)	Pilots Total (Number)	Pilots Total (%)
Learn Policy & Practice to do with SEN			8	25.0		
Learn from Multicultural Environment			3	9.4		
Research Skills			1	3.1		
Career Change or development			1	3.1		
Intercultural Awareness			2	6.3		

Table 10: Pilots Q3: How will this programme fit into your longer term aims & objectives?

Answer	Pilot 1 (Number)	Pilot 1 (%)	Pilot 2 (Number)	Pilot 2 (%)	Pilots Total (Number)	Pilots Total (%)
Upgrade Skills for career/personal reasons			7	21.9		
Upgrade skills to implement change			5	15.6		
International Exposure			1	3.1		
Europe's Specific contribution to SEN			0	0.0		

Table 11: Pilots Q4: What knowledge/skills are you hoping to acquire from the programme?

Answer	Pilot 1 (Number)	Pilot 1 (%)	Pilot 2 (Number)	Pilot 2 (%)	Pilots Total (Number)	Pilots Total (%)
Skills relating to SEN			10	31.3		
Research Skills			5	15.6		
Language Skills			1	3.1		

Table 12: Pilots Q5: Why did you choose to study in Europe?

Answer	Pilot 1 (Number)	Pilot 1 (%)	Pilot 2 (Number)	Pilot 2 (%)	Pilots Total (Number)	Pilots Total (%)
Attractiveness of Europe			6	18.8		
UK University ranking			2	6.3		
Europe's Specific contribution to SEN			2	6.3		

Table 13: Pilots Q6: Are there social or linguistic reasons for participating?

Answer	Pilot 1 (Number)	Pilot 1 (%)	Pilot 2 (Number)	Pilot 2 (%)	Pilots Total (Number)	Pilots Total (%)
Contact with students from other cultures			4	12.5		
English Language			2	6.3		
European Culture			1	3.1		
None			5	15.6		

Table 14: Pilots Q7: Why do you think the European Commission wants to fund your studies through the scholarship scheme?

Answer	Pilot 1 (Number)	Pilot 1 (%)	Pilot 2 (Number)	Pilot 2 (%)	Pilots Total (Number)	Pilots Total (%)
Capacity building in third countries	7	41.2	2	20.0	9	33.3
International Collaboration	5	29.4	3	30.0	8	29.6
Personal Confidence in Student	2	11.8	4	40.0	6	22.2
EU Integration	5	29.4	0	0.0	5	18.5
Promoting subject area (inclusion)	6	35.3	1	10.0	7	25.9

Table 15: Final A1: What were the main and secondary reasons for you deciding to study on [Erasmus Mundus Masters Course Title]?

Answer	Primary Answer (Number)	Primary Answer (%)	Secondary Answer (Number)	Secondary Answer (%)	Total Selections (Number)	Total Selections (%)
(a) Better knowledge of SEN	9	28.1	19	59.4	28	87.5
(b) Improving Inclusive Practice in Home Context	6	18.8	22	68.8	28	87.5
(c.) Professional Development or Career Progression	10	31.3	21	65.6	31	96.9
(d) Develop Research or Academic Skills	1	3.1	26	81.3	27	84.4
(e) Develop Language Skills	0	0.0	14	43.8	14	43.8
(f) Encounter European Culture	1	3.1	21	65.6	22	68.8
(g) Encounter Students from Different Cultures	0	0.0	22	68.8	22	68.8
(h) Develop Collaboration with EU	1	3.1	12	37.5	13	40.6
(i) Other (Please Specify)	2	6.3	2	6.3	4	12.5

Table 16: Final A2: What knowledge/skills were you hoping to obtain from [Erasmus Mundus Masters Course Title]?

Answer	Primary Answer (Number)	Primary Answer (%)	Secondary Answer (Number)	Secondary Answer (%)	Total Selections (Number)	Total Selections (%)
(a) SEN Policy	1	3.1	26	81.3	27	84.4
(b) SEN Practice	20	62.5	9	28.1	29	90.6
(c.) Learn from Multicultural Environment	2	6.3	23	71.9	25	78.1
(d) Research Skills	2	6.3	25	78.1	27	84.4
(e) International Awareness	4	12.5	27	84.4	31	96.9
(f) Language Skills	0	0.0	10	31.3	10	31.3
(g) Other (Please Specify)	0	0.0	1	3.1	1	3.1

Table 17: Final A3: Why did you choose to study in Europe?

Answer	Primary Answer (Number)	Primary Answer (%)	Secondary Answer (Number)	Secondary Answer (%)	Total Selections (Number)	Total Selections (%)
(a) Europe's knowledge of & contribution to SEN	12	37.5	16	50.0	28	87.5
(b) University world ranking	1	3.1	17	53.1	18	56.3
(c.) Europe as a centre of academic excellence	9	28.1	18	56.3	27	84.4
(d) Europe as a cultural/political location	2	6.3	17	53.1	19	59.4
(e) European Values	1	3.1	16	50.0	17	53.1
(f) Other (Please Specify)	5	15.6	3	9.4	8	25.0

Table 18: Final A4: Why do you think the European Union finances [Erasmus Mundus Masters Course Title]/your studies?

Answer	Primary Answer (Number)	Primary Answer (%)	Secondary Answer (Number)	Secondary Answer (%)	Total Selections (Number)	Total Selections (%)
(a) Foster international collaboration	15	46.9	12	37.5	27	84.4
(b) Help third countries capacity build	10	31.3	16	50.0	26	81.3
(c.) Improve relations INSIDE Europe	0	0.0	18	56.3	18	56.3
(d) Promote SEN	3	9.4	25	78.1	28	87.5
(e) Professional development for individuals	0	0.0	22	68.8	22	68.8
(f) Other (Please Specify)	1	3.1	4	12.5	5	15.6

Table 19: Final B5: What were the main and secondary areas of impact for you from [Erasmus Mundus Masters Course Title]?

Answer	Primary Answer (Number)	Primary Answer (%)	Secondary Answer (Number)	Secondary Answer (%)	Total Selections (Number)	Total Selections (%)
(a) Better knowledge of SEN	8	25.0	18	56.3	26	81.3
(b) Knowledge to improve Inclusive Practice in your Home country	11	34.4	16	50.0	27	84.4
(c.) Better Career or Job in Home Country	2	6.3	19	59.4	21	65.6
(d) Improved Research or Academic Skills	5	15.6	23	71.9	28	87.5
(e) Improved Language Skills	0	0.0	17	53.1	17	53.1
(f) Knowledge of European Culture	0	0.0	25	78.1	25	78.1
(g) Relationships with Students from Different Cultures	2	6.3	26	81.3	28	87.5
(h) Developed Collaboration with EU	0	0.0	14	43.8	14	43.8
(i) Other (Please Specify)	1	3.1	3	9.4	4	12.5

Table 20: Final B6: What knowledge/skills did you actually gain from [Erasmus Mundus Masters Course Title]?

Answer	Primary Answer (Number)	Primary Answer (%)	Secondary Answer (Number)	Secondary Answer (%)	Total Selections (Number)	Total Selections (%)
(a) SEN Policy	0	0.0	25	78.1	25	78.1
(b) SEN Practice	13	40.6	16	50.0	29	90.6
(c.) Learn from Multicultural Environment	3	9.4	24	75.0	27	84.4
(d) Research Skills	10	31.3	19	59.4	29	90.6
(e) International Awareness	4	12.5	25	78.1	29	90.6
(f) Language Skills	0	0.0	18	56.3	18	56.3
(g) Other (Please Specify)	0	0.0	3	9.4	3	9.4

Table 21: Final B7: What benefits did you gain from studying in Europe?

Answer	Primary Answer (Number)	Primary Answer (%)	Secondary Answer (Number)	Secondary Answer (%)	Total Selections (Number)	Total Selections (%)
(a) Europe's knowledge of & contribution to SEN	18	56.3	12	37.5	30	93.8
(b) University world ranking	2	6.3	16	50.0	18	56.3
(c.) Europe as a centre of academic excellence	4	12.5	21	65.6	25	78.1
(d) Europe as a cultural/political location	0	0.0	32	100.0	32	100.0
(e) European Values	3	9.4	19	59.4	22	68.8
(f) Other (Please Specify)	2	6.3	1	3.1	3	9.4

Table 22: Final B8: How have you used the knowledge/skills you gained on [Erasmus Mundus Masters Course Title]?

Answer	Primary Answer (Number)	Primary Answer (%)	Secondary Answer (Number)	Secondary Answer (%)	Total Selections (Number)	Total Selections (%)
(a) Improved Career/new work position	11	34.4	9	28.1	20	62.5
(b) Changed personal practice/behaviour in SEN	11	34.4	15	46.9	26	81.3
(c.) Changing home practice	1	3.1	18	56.3	19	59.4
(d) Undertaken further academic study	2	6.3	10	31.3	12	37.5
(e) Cooperated or Collaborated with people in the EU	1	3.1	18	56.3	19	59.4
(f) Cooperated with people in other countries outside EU	0	0.0	18	56.3	18	56.3
(g) Other (Please Specify)	0	0.0	2	6.3	2	6.3

Table 23: Final B9: Have you had contact with other students or alumni since your return?

Answer	Answer (Number)	Answer (%)
(a) Yes – Frequently (at least once a month) and we have met up	9	28.1
(b) Yes – Often (at least once every 3 months)	9	28.1
(c.) Yes – Occasionally (initially often but increasingly less, once every 6 months)	5	15.6
(d) No – Occasionally immediately after end of programme but not at all now	4	12.5
(e) No – I have lost contact with colleagues	0	0.0
(f) Other (Please Specify)	5	15.6

Table 24: Final B10: What would you change about the programme?

Answer	Primary Answer (Number)	Primary Answer (%)	Secondary Answer (Number)	Secondary Answer (%)	Total Selections (Number)	Total Selections (%)
(a) Additional Lectures – New areas to be covered	11	34.4	13	40.6	24	75.0
(b) Different Participant Countries	0	0.0	15	46.9	15	46.9
(c.) Longer Programme Length	7	21.9	12	37.5	19	59.4
(d) Different focus to the programme	2	6.3	11	34.4	13	40.6
(e) Different Assessment Methods	0	0.0	12	37.5	12	37.5
(f) Opportunity to meet more EU students	0	0.0	16	50.0	16	50.0
(g) Increased Networking Opportunities	1	3.1	20	62.5	21	65.6
(h) Increased financial support	2	6.3	13	40.6	15	46.9
(i) Different accommodation/living arrangements	1	3.1	12	37.5	13	40.6
(j) Other (Please Specify)	5	15.6	3	9.4	8	25.0

Appendix 8: Example of Interview Coding

Q113

Interview 1-03

Can I ask, what were you doing before the programme?

Actually I did my first Masters in management, I did a Masters of Business Administration and then I joined Blind People's Association, a leading NGO in the field of disability, based in Endova, Gujarat. I was working there as education manager.

MSH'U
↓
Prev Study

What did that role involve?

It was almost six years before I joined the course or I was selected for the course. I worked in blind peoples' association in the capacity of level manager, looking after inclusive education programme as well as human resource development programme in the field of rehabilitation. For example, I was holding short term as well as long term training programme including BA in special education, diploma in special education, in the field of visual impairment, and short term training programme for teachers and administrators and field workers.

So why did you want to participate in EM?

Considering the vast knowledge in the field, I feel that working in a certain area, everybody requires developing his base, expanding the horizon and I was equally interested in expanding my career prospects as well. So I thought if I get through it will be a good opportunity for me to learn from other people as well as to share my own experience with the people or with the world community.

What sorts of skills were you looking to get out of Erasmus Mundus?

In terms of skills, my idea was before I joined that course that I would be getting processes or areas at how different organisations or different people or schools or administrators are working in this field. Take example, I visited a school in London so they admitted children with different disabilities and provided support through special educators. So for me this was a learning that we can do such kind of programme also. Similarly, I was thinking of developing my own skills in terms of being a good educator, in terms of being a good manager of a big education programme and of course sharpening my own skills for talking to the people and then dealing with the different issues faced by children as well as teachers in the field.

MSH'U
↓
Pedagogy

Just exploring the skills, were you looking at skills from a pedagogic point of view or a policy point of view for your career? Were you looking at supporting teacher training?

Honestly it was both. More focus was on pedagogical issues first because in every programme this is the core thing, we need to develop our own programmes as for the local needs. So that's always become a major focus and when we go for adult education and other issues we always think that if we have larger vision, so we can influence policy matters as well, we can participate in

different kind of seminars and discussions as well with the government, so that has always become, you know, secondary, yes.

You say that you wanted to develop the skills and knowledge to become a good education, a good manager. What sort of skills are those?

McM
↓
Personal
DE

Very first is like I should be good in what I'm dealing with. Suppose I am dealing with children with special needs, so I should understand the programme's requirement and how such programmes are run, what are the processes involved, what are the methods which we use in these processes and of course how to develop a system so that we can run a very good programme which can be replicated in other parts of the country or maybe part of the region.

What about communication skills or multicultural awareness, were you looking for any of those skills?

I think these skills are equally important because when I'm good in knowledge, when I'm good in my own area, I should be equally good in transferring those skills to the people around, only then I can be useful to other people. So communication is always an important part of the entire process so of course communication becomes a very vital issue when I go to any further place, I try to learn all these things, how people communicate their own ideas, their own points and I feel that I also look for all these things and I also get benefited also, through all these exchanges.

Were you involved in any international networks or communications before Erasmus Mundus?

Yes, I was involved with one network which was supported by health link worldwide and it was also about inclusive education. I did the e-seminar also, I was coordinating an e-seminar where people from across the globe involved in discussions on what inclusion means to different people and different places, and how we can make it possible in their own settings. So there were many issues, so that seminar I coordinated, this was in 2005.

Pre
→ network
McM
↓
DE

How many countries was that working over?

I didn't exactly count it but I guess it would be around 30-35 countries.

Pre
→ network
McM
↓
DE

Had you spent time overseas yourself before?

In terms of conducting seminar?

Had you travelled overseas more generally?

No, actually I just had one chance to attend a special seminar in Cambodia and it was again 2005 only. So that was sponsored by health link worldwide, including education seminar and people from various countries attended that seminars so I was also part of that seminar. That was my first international visit.

Then you came to Europe. What did you know about Europe before you travelled here?

If I give you my original thought, I can recall that. I was quite nervous, if I say it now, that I thought that people are so confined to their own self and they are very individualistic, because this all through media and through different ... it became an understanding or became a bias. So I was just having that kind of thought that okay, sometimes you perhaps have something like that, people there are so, very open and some other things, and different community, they don't entertain from our country and like that. So that was that kind of thing.

Europe
↓
big
Country

Do you see Europe as a group of countries or were you just traveling to Europe and you saw it as a single cultural entity?

Before yes, I was thinking that Europe is a kind of big nation kind of place and there are people who are maybe different but they're not very different because they're in the same geographical area, again one more thing which I can laugh at now, I thought that I know a little bit of English so I can manage in entire of Europe, I can go anywhere, I can manage it, and the moment I had the second visit, the moment I left London and I understood what I thought was totally different.

Let's explore the impact since your studies, so let's move on to some of those issues. What have you been doing since you completed Erasmus Mundus?

Let me start a little bit from that course itself, when I was doing my Erasmus Mundus Masters course. So I came across people from 18 different countries and initially this was a little ... became a little barrier to interact with people but simultaneously, gradually, this became a point of interaction also, that I have so many people to interact with, I have so many people to learn from, I have so many things to understand, their different perspective, their different views, and there isn't a thing called black and white, there are many grey areas in between also. So that made my understanding quite larger, my views broadened and all things also helped me in my career later on. So when I left Europe I was more mature, I was more open, I was more receptive and I feel that I was more confident as well. So when I came back, initially yes, I couldn't get the right kind of job or career path so initially I was working as an independent consultant with different organisations in the field but with my working with my time which I spent during my course as well as afterwards, I got some very good assignments also from different national as well as international organisations including Sight Savers UK. So I did some business administration studies and then some other reviews. So first three years was a little bit of this kind where I was doing more independent work and less full time job and then in 2008 I came across with some good offer, Sight Saver invited me to join as their national level consultant for inclusive education, and I became consultant for inclusive education for the entire country. There my responsibility was to give direction to the programme running in the country, in India. We had around 120 teachers across the country in different states so my job to give them direction, to prepare their plan, to orientate them about the proper programme planning and develop a system, we had around 2,000 visually impaired children across country under Sight Savers programme and different NGOS were running those programmes and Sight Savers was supporting these programmes. So I was there to help them strengthen the programme, to strengthen the children's pedagogical level so

Outcome
↓
Career
Change
(prob)

Exp →
Cult
Clash

Outcome
↓
Cult
awareness

Outcomes
↓
dissemination

→ sense of society

that they can become part of the system and they can further their own skills, being in the system. This was the first breakthrough in my career and after that I got another opportunity when international NGO named Shared Vision, they started a joint venture with the Blind People's Association and that which is my parent organisation since beginning. So they formed an organisation in Rajeshstan, one of the largest states in country, and they wanted me to head that initiative. So since 2010 I am heading that initiative and I'm still continuing with that.

What does that involve?

That involves as deputy head of the institution I have to look after our programming, I look after appointment of the people then they'll renew programmes, then ensuring proper functioning of the programmes, so all these things.

So tell me a bit more about what specificity you got out of Erasmus Mundus then?

First thing is entry level degree.

That's important?

That's important, yes, because very first thing, when you are doing something, we say okay I have learnt this thing here, I have learnt this thing there, so immediately I used to say that I have exposure from my own area but once I have this degree or this kind of multicultural support, now I feel I understand many more things. I can interpret in them different manner. So always give you, when you have different exposure, wider exposure, it always gives you more reason to say that yes, I know it much better and I can give you more reasons.

That's in terms of academic knowledge of special inclusive education?

Yes.

Can you give me any examples maybe?

Very first thing that I got, Sight Savers assignment, that was one of the reasons that I was having national as well as international exposure. It was known as that I was working in India and did some programmes, it was that I work in India, I had exposure to the programme in UK, I had exposure to the programme in Netherlands, I had exposure to the programme in Czech Republic. So that gives me some extra aids while I was approaching Sight Savers for this assignment.

You could compare the different countries you'd seen, you could show learning from each of those cultures?

Yes. That's always and that becomes inherent sometimes because when I'm doing some study or some assignment, it's naturally that I always involve all these learnings in my studies as well. So compare with different settings,

Outcome
↓
Degree

Ac

Knowledge

EU

/ Simulation
or knowledge

or just about
marketing

different programmes and what is better at what place and how it can be replicated at other place. So these are things which I strive in my professional career as well.

It sounds like you're using the research skills you developed as well?

Yes. That's true, research skills, before being in Erasmus Mundus I was not very sure that I can be independent in doing my own work or writing papers or writing for journals and all these things but being there it was such a different experience that people were not there to supervise me, they were just to visit, they said you have to do things, you have to work on it, you have to go through the books, you have to create your own learnings, you have to create your own references and then you have to justify your references so these are something not convinced learning in our Indian education system, which I found quite fascinating in UK, of course in Holland also, that I used to be in library around 12 o'clock in the night or two o'clock in the morning and going through the books, correcting the notes, then preparing my own assignments and this was something before that I thought oh what's this nonsense, I used to go for the once a year examination and then that's all. Now it was every day I have to write papers, I have to develop my own notes and doing all these things. Now if I contemplate I feel that was the real learning, when I was going through the books, I was collecting the notes, I was preparing my own assignments, and that still I carry very well.

Autore
↓
Ac Skills

You say that sort of research skill isn't common in India. Do you see those sorts of research skills as a particularly European thing or do you think it's just something you hadn't encountered before?

Yes, I never encountered before because our entire exposure was in Indian settings only, including my Masters in management, including my graduation in science, so it was more early examination and that's all.

EU
↓

Common HE
Cult.

So education is different in Europe?

If I say in terms of developing a different mindset, yes I feel it, but in India there may be some institutions who may be doing it, I may not know that, but institution where I used to visit or I studied, I never had such a process. So I still feel that I lack certain skills or a lack a kind of approach because I never had chance to learn all these skills.

What other sort of skills did you develop in terms of, I don't know, culture or multiculturalism or language skills or to do with special inclusive education, what other skills do you think you picked up?

EU-Cult.

Getting culture, I still feel that before visiting Europe I was such a nervous guy, I would say a foolish person that I didn't realise that people are almost the same everywhere. You have good people, you have not so good people and you have people who help you always, you have people who are not willing to help you. So these things happen everywhere, so in terms of human nature, we find

EU
↓
Dif
local
Cult.
↓
Separate

that people are almost the same everywhere. In terms of local settings in local customs, local needs and requirements, of course the mindset also becomes very different in terms of places, in terms of time and that would be the reason that Europe is a little different to Indian system or Indian customs but I want to quote a story from my own course convenor from Holland – the lady, she said when I was asking her, this is Jacqueline, this is why that we are having quite a closed society and grandparents usually look after the grandchildren, and I found that in south in Holland it is quite similar, that grandparents are usually rearing grandchildren. So I said this is something, I feel that I'm quite close in these things and I feel that we are quite familiar to these systems. She said yes, in south you will see that more but in north because of the local requirement, because of new emerging economic conditions, so north is becoming more nuclear, more different, and that happens everywhere and even she said because she's quite I think representative of her age so she said, 30-40 years back we were like that only, our grandparents were helping with all the things and all these things were happening. So I feel that culturally with time things change, I can see now in India also that with time, gradually in cities this change we are already experiencing.

You used that example but do you see that there are other parallels in areas you didn't expect?

Yes. Can you clarify it again?

It's an interesting example you picked, it's an example of the way our countries are similar in surprising ways.

EU
→
Diverse
Cult

Yes. Second thing, I can recall my visit to Spain, because I had some time during the course so I visited for a short while to Spain and I found it such a fascinating experience that for the few days I was in Paris and I started speaking English and I found oh my god, people they were just, they hate you like anything and the gesture, don't talk, and they say in English also, they just go away and I feel so demotivated, I thought what happened. So that was a real addition, the first thing is that I don't know the local language, second thing is that there might be something locally which are French and English and all these things. Some people they told me later on when I came back from my visit, but when I was in Spain, people were not speaking English at the same times they picked up from my word and they hold my hand and took me to the place. Okay, I may not be able to understand your proper meaning but at least I took word and then it took me to the place, okay, you want to go there, this is there, like plays and all the things in Barcelona and Madrid. So this again something which I still feel so wow, you see people, you see their cultural settings, they're like you only, they're not different, they want to help you and they do that.

My first degree was in French, your experience in Paris is not unusual.

Okay.

More generally, are you still in contact with other students from the course?

Yes, some of the people.

How many are you in contact with, how often?

I think around six to seven people and sometimes we have close emails from all the people, from entire group, but that's very rare. Usually I'm in contact with five to six people, one who was very close to me, one person from Senegal, the other one is from Pakistan and one is from Thailand and two are from India, it's like that.

What sort of things do you talk about?

It's more about researches, it's more about how we are doing in our own places and sometimes yes, we do go back and then one person who put pictures from that cohort on the net and then we feel like oh yes, we can recall it. So it's all sharing our own background information, sharing our own development, sharing our own future planning and of course having liking with each other, so we share that also to each other.

So you're sharing of course personal news, but you're also sharing professional practice?

Oh yes, sometimes we do that also.

What sort of professional things would you share?

Originally in terms of ...

To do with inclusive education, research skills, that sort of thing, your share your research?

Yes, it's more in terms of somebody who is writing a paper or somebody who is doing some work, so he or she usually say, I'm doing this, this or this, ~~can you help me in that~~, also this time we developed a research group in India and it is inclusive education research group and all MSc and group member from India, they become part of that group. So we are planning to write a book and that is being published by Sage Publishers in 2014 so I'm looking to do that also, on the 9th somebody is coming from UK and then we will be discussing actively how we can collaborate in the best possible manner to write our own experiences on inclusive education. So this way we are quite active but basically on these issues, like policy issues, research issues and the new development in the field of inclusive education, all these things we are still carrying.

So you're involved in a ... it's a sort of network that you've created amongst those friends?

Yes it's a national network and associated with the international group.

Do you feel you're more or less networked, involved with people outside your country after Erasmus Mundus?

Network

I was looking for something where we can exchange ideas on a regular basis, like there could be alumni network or there could be a kind of group supported by Erasmus Mundus on a special education or inclusive education where we can exchange our ideas, we can put something, we can put our papers, we can put some write ups about good practices or we can share some pictures about our programmes. So that could be a good idea and I think in our discussion when I was in Holland we had that kind of chance also that the course convenor, they're planning to launch such things but later on I didn't see that in practice so yes, we are missing that to some extent.

But you feel you have more contacts with people outside India than you did before?

Yes, that's true, I have many, many more.

Do you have any links with the staff on the programme?

Initially I was having link with David Rose, our course convenor in UK, and Jacqueline, our course convenor in Holland before this, but with time I think becomes quite ... we didn't have much things to say or to talk or we don't have any active involvement. So it's just like occasionally when birthdays they write and say happy birthday to you, and all these things. So not more than that.

Looking at your sense of understanding of the world and international relations, how do you think that's changed since before Erasmus Mundus?

EU
→ Comm
Cult

That's changed drastically. Before as I told, I was thinking that Europe is a certain kind of place which I quoted earlier also, that people are so individualistic, people just look materialistic, look for their own self-gratification or maybe society is not that open or supporting to the people which usually considered in India. And the relationships are not that kind which we are sharing in India. After visiting Europe or being there for entire year, I feel that relationships also are very warm in Europe, people are still there who are very considerate, who are open, who help, you come out from themselves and then support you. If I give you a very specific example, I was visiting a very remote place in Czech Republic and it was a rainy day, I got stuck in a very small town, no trains, no bus, everything stopped and I was not knowing the local language as well. And it was such a difficult time for me because I was with my wife as well as my very young child and I was not having any clue where to go, I was just standing on the bus station. One person who was just standing beside me, he was also not having very good English so we little talk and then he said, okay just wait. He got the paper, I gave address to the place that I want to go to that particular place, he arranged a taxi, called through his own mobile phone, arranged a taxi and then said okay, you have to pay this much amount to this person and he will take you to that place. So these are the things, still I feel that, oh my god, if I were there for an entire night, what would happen to me, but now I could see that kind of experience changed my entire view that people almost everywhere are the same, they want to help you, they're willing to help you and when you need they are there.

Neo-lib

What do you think caused that change?

These experiences which I came across during my course and during my different visits to different places, that changed it.

What did you learn from your colleagues, the other students on the programme?

Experience
→ Cult
Clash

Initially it was a tough time, as I told you some people are from Africa, some from Asia, in Asia also some people are from China, Cambodia, Taiwan, India, Bangladesh, Pakistan. So initially it was like oh my god, how to talk to the people around. So I was feeling more closeness to the Indian people only but I realised later on that other people who become more close to me while we pass the time and when I was leaving the continent I was having more close relationship with the people from other countries than the Indian people, and that is because I found that there are different views, there are different people but you need to be more receptive, you need to be more open, you need to understand others respect you and then there is no problem. You will be more accepted when you understand others' perspective.

You talked earlier of barriers and you've just mentioned difficult times. What were those like, can you give me examples?

Like in terms of the lifestyle if I say I'm born and brought up in a very conventional Indian family. When I was there in the course I found that people from Africa, they are very open, they don't consider anything ... they don't have any reservation. When they like somebody they just go ahead and continue with that relationship. When they want to do something they are open to do that. Maybe my bias also that they don't feel comfortable, they just say oh no I don't want to go with you, or I don't like you. So from my perspective it is kind of blunt, saying if I don't like you I will politely go away rather than making you feel that I don't want you or something like that. So these are very hard feelings initially but when I realise that it all depends on your upbringing, all depends on your background, all depends on your cultural setting, all depend on your societal systems, so you can't blame person because of their behaviour, because of all these things. So you have to understand all these things.

So there were some tensions in the cohort?

Yes, initially there were many, many. Initially as I told you there were very small groups, Indians and then this and then this and then this, like that. But with time it all broke up, we were just ... we become a single group when we were ...

What caused things to break down?

Experience
↓
Individuality
Challenged

The very first thing is that we all have similar goals, we were there for a course, we had similar work situation, similar work patterns. Then something which is more interesting, some of the people in their own nature find similarity with other people. So when I'm leaving with you, so I start comparing that, okay, what are the main points. So some people, I found one person from Swaziland, that lady was so cooperative and so mature, I found such a good understanding we have,

so we are almost, half the day we used to be together and talk about different issues in her country, in my country, in our course, condition of the children. So that becomes the point of interaction rather than the individual bringing individual mindsets and that makes us go away from our own closed groups to the groups where you feel that you are similar to or much more comfortable with.

How has your opinion of Europe changed? You've touched on this slightly already but do you see Europe differently now, do you see it as different countries or do you see it as a single block still?

*Autcomp
↓
International
Citizen*

That I already mentioned quite a few times. I feel much more open, much more receptive and I feel that I'm a true citizen of this world. I'm not having any barriers now, like earlier I was thinking okay I'm talking to Chris and Chris is this thing, but right now I feel no, I'm talking to someone whom I'm not very familiar to, so let's have discussions. So I'm more receptive now, more open now, more mature now.

What about the European Union, what differences between our countries do you see, what similarities?

*EU
↓
Common
Cult*

In terms of similarities, it may not be my subject of discussion because I never had that kind of comparison, but things which I found are still as a layman's perspective, being in the same continent, being close to each other, then having similar ways or traits and maybe have the similar lineage. So there are many similarities but at the same time because of the history there are many differences also, like when I found in Paris visit, it was a very striking fact the moment I spoke English and I found oh people are not friendly to you. So there are many, many of these things, but I think there are many similarities there.

Erasmus Mundus aimed to like the European Union to the rest of the world. Do you feel better linked to Europe, to the rest of the world?

Yes, I would say 200%, not just 100% but 200%.

Do you think any of the changes in your career or your life would have happened without Erasmus Mundus?

*Autcomp
↓
Individual
Dipmet*

It all depends on the chances and all depends on the course or path you take in your life, so nobody can predict what would be there, but what I feel and I would like to give that credit to Erasmus Mundus, that with this engagement and with this association in my life, I really got a lot. I really became a true world citizen, I really got some striking opportunities in my life, in my career and that because I got this engagement in my career path.

We talked a lot about the positives from Erasmus Mundus, do you think there are any negatives?

I would say it is more challenges, like I was part of the very first cohort so we were having many, many challenges. It may have been removed by now and by now there would be many different things in practice but when I was in that course and it was first cohort, linking was very difficult to other programmes,

then our course convenor, universities were also not very cohesive in terms of providing information in time, arranging our different things including course material as well as our accommodation, our transportation and we were not having sufficient information, if I say, regarding many things but I think in time it would have changed.

I believe it has. My final question is always a very broad one, is there anything else you would like to add about Erasmus Mundus, about Europe, about your sense of international relations?

Network
needed

Very first thing, whoever thought about this idea, I must congratulate that it was a wonderful idea that Erasmus Mundus is making people close, bringing people close and making this world a true relate. Second thing, that only Masters, if they stop us only at Masters then it will be half the journey so there should be a kind of network or close association between groups or between Erasmus Mundus university and alumni so that this fancy for this relationship can continue forever through different exchange. It may be formal, it may be informal, it may be research, it may be papers, it may be views and exchange, so that can be anything and through that it is possible nowadays that you need not to be physically together always, like we people, so that's possible and that should be continued.

Interview 3-03

What were you doing before Erasmus Mundus?

I was having several number of positions in the Ministry of Education, including the education monitoring officer of designation, then the district education officer in one of the districts. My roles those days were to provide support and support to the teachers in the field in terms of education. So I had several roles there and I also worked as principal to the ... actually until then, in our system today we have a position called principals but those days we used to have headmasters. So I worked as a principal, as a teacher, as a figure in education, as education monitor office, even as a lecturer in one of the colleges in the training college in Bhutan.

Senior position

Were you particularly involved with special or inclusive education?

Although I was involved in the development of policies and advocacy to progress education, promote education in Bhutan, I wasn't exactly involved in special education I tell you.

Why did you want to participate in EM then?

Motiv
↓
Improve SEN Student's lives

I wanted to participate in Erasmus Mundus programme because I thought special education was one of the most important areas that our education system was not ready to assist to that, because Erasmus Mundus was trying to promote that kind of idea and promote the special education idea in the developing countries like Bhutan. I thought this was very important, education I thought I had a very important stake here, so that the children with the special education needs could be insured for inclusion for their education. That's why I thought I should participate in Erasmus Mundus programme.

Were you more interested from a policy perspective or a pedagogy or practice perspective?

Yes, I was actually interested in both the terms, from policy because at present I worked for the Department of Education Research and Development, it used to be called as programme and brushing up support division at that time, so being a part of the programme and brushing up development division I thought I have a stake here in terms of policy and as a kind of educationist, teacher, distribution officer with all this background I thought from the policy as well as the pedagogy process I thought I had a kind of role there. That's why I participated in the Erasmus Mundus sponsorship.

What skills were you looking for?

Special education needs.

Motiv
↓
Personal dev.

Were you also looking for research skills, language skills, encountering other cultures, were there any other skills you were looking for?

Actually I was looking for all of this. First I was looking for the research skills which in one of the ways that was part of the Erasmus Mundus programme, was full. That was a kind of basic skill any educationist would look for. The other one is the skills of handling the children with special education needs and that's actually a new area in our contacts is done today. The other one is also this development of policies and putting in place a kind of ... elsewhere you have the laws which you would take care of all these issues but in Bhutan we don't have laws like that but recently we have developed a policy. So all these skills which I was looking for, it was full actually.

Were you involved in international communities or networks before Erasmus Mundus?

Yes, in fact not in a very large scale but on short terms, I would say I was a part of international conferences for example, multi-disciplinary conferences in Southeast Asia is a kind of strategy that has been devolving and this strategy ultimately ensures the inclusion of children with diverse learning needs. So that way I had an opportunity to participate in the international conferences. Otherwise I was also part of some of these actually promoting the international rights of the children for their right for education and all this and in fact in Bhutan we are trying to promote the idea of inclusion of children with all various learning needs. That's why I thought I was part of it.

Have you spent time overseas before?

Not as a part of special education needs but I did spend quite a number of years overseas, for 1990 and '91 I did my diploma in educational studies in Leeds University. I also had exposure in Australia, the University of New England where we had the education programmes on the multi-diversity and it's actually dealing with the strategies to address to the needs of the children who otherwise miss out or drop out from the school. That's why I spent quite a number of years in abroad.

So you'd been to Europe. How did you see Europe, did you see it as one continent or as lots of little countries?

In Europe I would say because as part of beneficiary of Erasmus Mundus scholarship I've been to London and then to Netherlands and the Czech Republic. I would think that actually in so many ways they are unique in their own ways but it's not a country to me personally so they are different countries with their own unique ways of catering to the needs of children with special needs, their culture, their own ways of thinking, the ways of dealing with people and of course all this but not especially as a kind of country.

I'm now going to explore what you've been doing since you graduated. How long ago was that?

I did my Masters 2007, 2008.

What have you been doing for the last five years?

Mohv
↓
Previous
Travel +
Studies

EU
↓
Separate
Countries

I've been doing a number of things during the last five years, for example one of the most important outcomes of the course that Erasmus Mundus offered us was in the midst of education we are having to come up with a policy. Now the ministry which was going to endorse soon the policy for special education needs so that every child in Bhutan will be in this school and provided with a quality education service. So we came up with the policy. The other thing is beside the policy, advocacy part of it, we have been trying to advocate the needs or the inclusion of children with special education needs in Bhutan. In 2010 there was a kind of Bhutan multiple indicators survey to ascertain how many children are there in Bhutan with certain disabilities and certain educational needs. So the government took up this study and in that we actually found out something like 23% of our children from through to nine suffer at least from one kind of disability. Now, based on this service and based on these findings, we have come up with a policy to address this. So that's the other thing, the government policy and findings like this, and also the advocacy in these schools because my department which I told you that I work for the Department of Curriculum and Development in Bhutan today as a senior education officer, we have a very important role to ensure that certain issues relating to, any issues relating to special education needs need to be incorporated into our personal development because our job is to get the development to help them, and that's a national problem. So these curriculums actually is being implemented by our teachers in the field, so we have to educate and we have to ... still in our teachers the idea of how we can improve our services so that children with special education needs are ensured that they are including in our mainstream education system. So I've been advocating and we have been having lots of forums and education conferences, district level education conferences, where we try to look at the issues related to special education needs.

Outcomes
↓
Dissem
Learning

What did you get out of Erasmus Mundus?

At a personal level I got several ideas, for example the policies, the experiences elsewhere help us to actually look at our own contexts and see how we could improve our own contexts. For example, the international perspective on the education and education of children with special education needs. The experiences of special education in the Netherlands, the experiences in London, all these in European countries actually broaden my idea to reflect and see how actually those experiences could help us in our context to improve the educational series to the children with special educational needs.

What skills did you pick up in terms of knowledge, in terms of research, in terms of language or culture?

In research skills I think the research methodologies which are being offered as a part of the Erasmus Mundus programme it's a useful skill because in our day to day life we do lots of studies, we do lots of case studies, lots of MAs so the skill set that developed from the research methodologies is quite useful because every time I go to schools and look at whether it's a small scale study or a large scale study, you have to have basic skills to get the best study. So that's one of the important skills that I've learnt from the research here, method of researches that were offered during the course. The other thing was during our course we had lots of exposure to have exchange of ideas by way of the universities,

Outcome
↓
Cult awareness

making life to attach to the body school, looking at the verification, the personal experiences, all this is quite useful and of course there was a kind of wide range of diversity in departments, background, the culture and all this. So that's also one of the I think important avenues to find out what is happening in the rest of the world and the other cultures, and of course then you're also saying different cultural background, people coming from different cultural background and having to get on with their study and take up the programme. But all of these are quite useful skills.

What did you learnt from the other students?

Other students, you mean the colleagues who are actually from other parts of the world?

Yes.

Outcome
↓
Cult awareness

One specific realisation I thought was through exchange of ideas and all this, there were certain beliefs and types of concepts, the right concepts or misconception, people looking at the children with disabilities as if they are different to these children. Actually vary from region to region, because we have all different experiences and our backgrounds are different, our cultures are different. So one learning I thought was that the position of people to the children with disabilities varied from place to place based on our their own culture, the way that they brought up in their environment and all this, but this is one my own opinion, I haven't got any kind of way to prove that but that's my opinion, based on the friends that I had during my stay. But really all of us had to defend opinions.

Was there a lot of diversity in opinions?

I thought there was a wide range of diversity because for example there would someone who think a child with a disability is because of his culture, we believe in reincarnation and the good deeds in previous life. So in Buddhist culture you'd say that children who are born with certain disabilities are because during their previous life they were not doing quite well, they did bad things. So as a result of that karmic, the effect of the karma, the law of karma, so this would think that way. People elsewhere thought that they had certain opinions and they were thought to be something that they should be pitied and all this but that's the difference I could see, but that was a kind of refreshing I thought.

Did those differences cause any problems?

I would think that would cause some problems because in our situation what in goodness, in attitude, then you're thinking of somebody as a kind of object for sympathy without really thinking actually that you develop a line of empathy. Sympathy and empathy, they have different meanings so if people are empathetic they might do something, oh somebody is with that kind of disabilities or if I was in that kind of situation I would do this, so why not let's do this, but if somebody thinks that is a kind of pity thing, then you just it's really pity and you don't do anything. So there is a kind of therapy impact on that I would say.

Did it make relationships difficult within the group?

Because
best hints
of cent
classes

Because we are all individuals with different backgrounds and different experiences, so we always have difficult situation where you have to express your own ideas in for example during the last conference I was attending in Bhutan in one of the districts with the principals and education officers, we were there talking about all this, they had their own opinions but my opinion is, as I told you, we should be caring about the meaning of empathy and sympathy and should understand these relationships, all these problems. At the first gathering, we do have a conversation where you could even face the difficulty, not being able to convince them, but taking up Erasmus Mundus programme we did have some kind of fresh difficulty because that's a kind of barrier I suppose. If you have a barrier and barrier actually is because of the attitude, because of your own personal background, the culture, the way that you were brought up, I would say actually when you have to approach any issue, like especially the issue of children with special education needs, there is a kind of barrier but I think one should not give up.

How have you used the skills you picked up on Erasmus Mundus since you returned?

Outcome
↓
Indiv
Res Skills

One important skill that I picked up during my study in Erasmus Mundus programme was the research method which I used in my day to day life and I promote in the special education policies because I'm also part of being ... I'm also part of the special education programmes and also trying to share my ideas with teachers in Bhutan, that's from the research skills. The other thing is we do have programmes where we meet, including conferences in Bhutan because I'm sure you know that Bhutan is such a small country with the population of about 600-700,000 in evidence then the school we actually have about 600-700 schools. So during the all-education conferences the principal and education officers, there are 26 in Bhutan so out of 20 education officers presented the schools with their own issues, their own perspectives, their own agenda and all this and we have education conference every year and that's called an all-education conference where we come up with these kind of issues. So the idea of promoting inclusion, the idea of promoting, strengthening and consolidating the special education programmes in schools in Bhutan is always our agenda and because of Erasmus Mundus scholarship and programmes, one of the programme persons to make some kind of differences in that kind of area, that's why I'm proud to say that the skills that I have gained out of Erasmus Mundus programme has been always useful, that's how I use it, and in Bhutan we are about, we are hardly four of us who actually avail the opportunity of studying, getting out the Masters of special education needs. So every time where is an issue or a draft policy, any issue that is related to special unit, four of us get involved. And that's because our country is such a small and unique, so issue for us, we have the opportunity to play a very important role there.

Outcome
↓
Share
Learning

So you're using both the technical skills and the knowledge to try and drop down the learning? You're trying to pass on your learning from Erasmus Mundus?

How can I explain you now this, this is quite a ... do you mean to say that how am I going to ...

No, it was more of a statement that is what you are doing.

Okay.

You've passed the skills on and the knowledge to a wider audience in Bhutan.

Outline
↓
Share
learning

One strategy we use here in the system is we have a kind of a programme and a strategy where we say national service, NBIP, national in-service based education in that actually we try to train the total person in each district then these programme persons with who we call them as trainers actually in their own district they try to multiple the ideas and that way we have then national basis of, then we have got cluster base in service programme then we've got school base in service programme, so all these programmes, through these programmes we try to reach to the schools, although it's not possible to reach to the schools at a stretch but once we train the trainers through national basis service programme, these trainers ultimately trained the teachers in their own area. So that way we try to reach here the knowledge and skills to the teachers. Of course, in the teacher training colleges, in Bhutan we've got two teacher training colleges, one is called the College of Education in Faro which is actually two kilometres from my home. The other one is School of education where we train the teachers to four years course in that we have put one more skill which is called special education needs and special education needs is one skill and all the knowledge that got from the Erasmus Mundus programme. So we can proudly say that as result of special education needs through these Erasmus Mundus programme the teacher training colleges which are gathering to the pre-service teachers, we have one motive and that motive we have developed it based on the ideas and knowledge that we have again from the Erasmus Mundus scholarship programme.

Are you still in contact with other students from your programme?

Outline
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Network
but
limited

In Bhutan I'm still ... actually in Bhutan so far three persons had benefited out of Erasmus Mundus scholarship programme, one works in the teacher training college which is next to my area and the other actually works in my own office and two of us actually collaboratively plan and include teachers in service programmes to train teachers in the service programme as an in-service programme. So that way in Bhutan we work very closely. Otherwise elsewhere, for example Nepal and others, especially in India, I still have contact with all of them.

How often do you get in contact?

In terms of friends in Bhutan, often we meet, maybe once a month, and many times during the conferences and the seminars we meet, also the teacher training colleagues in Bhutan, they invite us to sessions in their colleges. Elsewhere, for example in contact with friends in Nepal and India about

sometimes a month, sometimes after a few months, we have certain issues to discuss and all this.

What sort of things do you talk about?

Here in our context, for example how can we improve the special education needs more in the teacher training colleges and what kind of policy can we have in place to improve the special education needs. Also we have a kind of donor which is called Bhutan Foundation and based in I think USA. We also have input in terms of supporting our teachers, particularly addressed to the needs of children with mild to moderate disability. So we discuss issues, how can we improve our programmes.

So you're talking about special educational needs and research issues with your colleagues?

Yes.

Are you in contact with any stuff still?

Do you mean elsewhere beyond ...

No, staff from the programme, any of the teachers?

Yes, I always keep contact with my officer, I think you know Jacqueline in the Netherlands and she visited Bhutan then we had the specialised to see certain programmes, special education needs. I took her to ... in one of the schools about 10 kilometres away from my residence and then we discuss about this but it was quite a long time. Other than that I think I did not have any contact except you sometimes.

Since you've completed Erasmus Mundus, do you see the world in a different way, do you see international relations differently?

I think I see a very big shift of teachers, the pupils changing their attitudes, for example after completion of Masters course, if they're ever to do ... for example if they're able to do a small thing, even could make a big change in the lives of the children with special education needs because Erasmus Mundus main focus is on the special education needs. So on completion of the Masters education programme here, I think all of them would make a big shift in terms of changing the attitude of the people, coming up with certain strategies, plans and programmes so that every child is included in the education system because today, particularly in Bhutan, what our teachers lack is the skills to cater to the needs of the individual diversity. They do not realise that these children have different learning needs and since they are not aware of the strategies and since they're not skilful enough to understand the learning needs of these individual children, I would say that they almost say, 'oh these children cannot be educated' and these are the children who'll drop out and many children who drop out, they feel that actually Children drop out because they have more potential children and actual knowledge without realising that children drop out because teachers don't have the skills to cater to the needs of children's styles, the way that the

learn, the way that they should be taught, the way that they should be taken care. So all teachers here in Bhutan say, oh no these children drop out, without realising that actually children do not come to schools to drop out. They come to schools to be included but they do not realise that it's the teachers who drop them and the teachers drop them out because they don't have the skills and the knowledge to cater to their diverse learning needs. That's why I'm always trying to promote, promulgate or advocate saying that actually children do not learn the way that we teach, children learn according to their needs. That's why we should understand the way that they learn. So the Erasmus Mundus programme has been always trying to say that understanding children's learning needs is a kind of unique skill that teachers must acquire. That's why I understand teachers should realise that children don't learn the way that we teach, so we have to teach them the way that they learn. That way I thought actually the Erasmus Mundus programme did make a very good, vast shift in terms of changing the attitudes of the people in general to understand the children with special education needs and in terms of our teachers who can be skilful to adjust to the learning needs of the children so that children actually do not drop out. If you ask, I'm sure you have your own children, if you ask the children whether they would like to go to school to drop out or not, none of them would say that. That's why I say actually children do not come to school to drop out, but we have the system to drop them out. That's why I'm trying to say that there is still some knowledge that the teachers, whoever, graduates from the programme, can make a difference.

Outcome
↓
change
AA
(SocCap)

In what ways do you see other countries differently now you've participated in Erasmus Mundus?

In terms of which area would you say?

I was thinking in terms of, do you have more links to other countries now?

We have links with other countries, for example we have links with Australia.

You personally though. One of the aims of Erasmus Mundus was to link the European Union to the rest of the world. Do you feel better linked?

I would say yes.

In what ways?

For example, I'm not sure about ... so far it did not make any progress but Jacqueline was trying to link ... but I'm not sure whether the Pontys University is still linked with the Erasmus Mundus programme or not, but she was trying to link the university, the University of Bhutan and the education ministry with the Erasmus Mundus ... beyond that I have no idea, sorry.

Following your time in Europe, has your opinion of Europe changed?

In terms of is it economics?

Culture ... before you saw Europe as lots of different countries, do you still see Europe in the same way?

Umm...

What differences do you see between the countries?

I'm not sure, sorry.

In summary, what are the benefits of Erasmus Mundus?

To us?

To you personally?

Erasmus Mundus has actually brought to me a kind of opportunity to be more efficient in terms of Masters in special education needs and also ... but I know now, every time there is an opportunity in Erasmus Mundus programme I get information and all this. That way, I thought I'm more benefit to the programme than before.

Do you think there are any negatives about Erasmus Mundus?

No, sorry, no.

Is there anything else you'd like to add, particularly about Europe or international relations?

I would like to first see the Erasmus Mundus to come up with a, you might say, country based research programmes for example, a kind of support Erasmus Mundus can give to educators in Bhutan for example, they can sponsor some of the professionals to PhD and get out more in the study on special education needs which are now in context so that our teachers and rationale or the educators could realise and promote, even a kind of forum to educate our parliamentary and the members of parliament to understand what's happening in the rest of the world regarding the education programmes for children with special education needs. These kind of areas could, a kind of forum where you have one day or a few days conference to discuss and say, what have we done so far to Erasmus Mundus and what's happening in the rest of the world, because in Bhutan I think it's really a new area and if politicians and other key stakeholders can participate, education specialists especially, then there would be a good back up for the programme just now fit.

Qatar
↓
Soft Power
↓
works EU
→ Share
learning
further.

Appendix 9: Summary of Interview Coding Results

Table 25: Summary of Codes, Occurrences & Categories from Interviews

<u>Code</u>	<u>Occurrence (out of 23)</u>	<u>Category</u>
Personal Development	10	Motivation
Certify Own Knowledge/Gain Degree	2	
Desire to Travel	3	
Previous Travel	10	
Previous Studies	4	
Previous Network	7	
Improve SEN Children's lives	7	
Teacher Training Knowledge	2	
Research Skills	2	
Pedagogy Knowledge	12	
Policy Knowledge	4	
EU Separate Countries	16	Europe
Common EU Culture	13	
Common University Culture	2	
UK Dominance in Higher Ed	7	
Lack of Multiculturalism	5	
Further Study	9	Outcomes – Individual
Return to Job	3	
Academic Skills	15	
SEN Theory	4	
Change in Career/Direction	6	
Communication Skills	4	
Personal Friendships	15	
Individual Change in Outlook/ Cultural Awareness	15	
IT Skills	2	

Networking as in exchange of knowledge rather than friendship	16	Outcomes – Wider Community
Project/Collaboration	2	
Use in Classroom	4	
Disseminate Learning	11	
Negative View of Home Country	5	
Shared Academic Knowledge with Colleagues	12	Experience
Cultural Clash	10	
Need more developing Countries	3	
Individuality Challenged in World Views	2	
Experience – limited time in schools/real practice.	1	